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ABSTRACT

"OATYC Journal," which is published by the Ohio Association of Two-Year Colleges, is designed as a forum for the exchange of concepts, methods, and findings relevant to the two-year college classroom. Along with commentaries and letters of reaction from the readership, the two issues of volume IV present the following articles: (1) "Focus: College of Applied Science and Technology, Youngstown State University," by Bari Lateef; (2) "Shorthand and CAI," by Linda Rodda; (3) "The Anatomy of a Community Cultural Calendar," by John C. Vitale; (4) "Ohio's State Community College Law: A Plus for the System?" by James E. Seitz; (5) "Cuyahoga Community College "Sends" Classes to Severely Disabled via Color Television," by Monica Martines; (6) "Issue: Accreditation: Is Its Purpose Being Threatened?" by Lloyd Monnin and Larry S. Fewell; (7) "Impact of Sex Bias upon Technical Education," by Johnnie Ruth Clarke; (8) "Professional Shorthand Teacher's Corner," by John C. Roman; (9) "Focus: Sinclair Community College: Planning for Tomorrow," by Jack Morton; (10) "The Curriculum Contract: An Individualized Approach to Nursing Education," by Francine Hekelman and Louise Bierer; (11) "Measure for Measure: Student Evaluation of Counseling Services at Cuyahoga Community College, Western Campus," by Nancy Dowding; (12) "Take the Classroom to the Students," by David McKelvey; (13) "Touch Now: Reflections on Teaching with Interactive Television," by Edward J. Martin; (14) "Issue: Can Instructional Accountability in Education Be Achieved through the Use of Behavioral Objectives, Proficiency Testing, etc?" by Richard M. Libby and Beth M. Waggenspack; and (15) "Research on Reading Problems: A Critical View," by Stephen R. Schroeder and Carolyn S. Schroeder. (UCM)

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THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

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OATYC JOURNAL

Vol. IV No. 1 Fall 1978

VOL. IV NO. 2 WINTER 1979

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OATYC JOURNAL

Vol. IV No. 1 Fall 1978

THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

THIS ISSUE

IN MEMORIA

Mr. Howard Doering

Mr. Emerson Lindamond

Dr. Alfred Livingston

TEXT

FOCUS: College of Applied Science & Technology

Youngstown State University

Shorthand and CAI

The Anatomy of a Community Cultural Calendar

Ohio's State Community College Law: A Plus for the System?

PRACTICUM

Cuyahoga Community College "Sends" Classes to Severly Disabled Via Color Television

FORUM

ISSUE: Accreditation: Is Its Purpose Being Threatened?

PLUS ONE

Impact of Sex Bias Upon Technical Education

Professional Shorthand Teachers Corner

REACTION

Reaction to OATYC Journal

OATYC JOURNAL

VOL. IV NO. 2 WINTER 1979

THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

THIS ISSUE

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FOCUS: Sinclair Community College – Planning for Tomorrow

The Curriculum Contract: An Individualized Approach to Nursing Education

Measure for Measure: Student Evaluation of Counseling Services at Cuyahoga Community College, Western Campus

Take the Classroom to the Students

PRACTICUM

"Touch Now": Reflections on Teaching with Interactive Television

FORUM

ISSUE: Can Instructional Accountability in Education Be Achieved through the Use of Behavioral Objectives, Proficiency Testing, Etc.?

PLUS ONE

Research on Reading Problems: A Critical View

REACTION

Reaction to Fall 1978 Journal

Reaction to Fall 1978 Conference

Let's Do It Together: Join Us!

JOURNAL

OF THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

Vol. IV No. 1 Fall 1978

The **Journal of The Ohio Association of Two-Year Colleges** is published by the Association to provide the two-year colleges of Ohio with a medium for the sharing of concepts, methods and findings relevant to the two-year college classroom and to provide an open forum for problem discussion and review.

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COMMENT:

IN MEMORIA

It is with great sadness and sense of loss that the JOURNAL must inform you of the death of three of our members: Mr. Howard Doering, Terra Technical College, Mr. Emerson Lindamond, Lorain County Community College and Dr. Alfred Livingston. "Jake" Doering served OATYC as a campus representative, 1973-75, and led the organization as President, 1975-76. After, he served as Past President. "Lindy" Lindamood not only greatly enjoyed his association with OATYC but delivered a paper to the 1973-74 OATYC Conference. "Al" Livingston was one of the founding fathers of the OATYC. In tribute and in their honor the OATYC dedicates the FALL 1978 JOURNAL.

The death of Howard "Jake" Doering this spring has left a void in the lives of all who knew and loved him. He was one of those special people that happen so rarely into one's life.

A person could always count on Jake to be honest, tolerant, and loyal. He didn't always agree with one's opinions, but there was never any doubt that he could be counted on when the "chips were down". His keen sense of humor saved many an otherwise impossible situation.

Jake was a liberated man in the truest sense of the word. He felt free to express both his joys and his sorrows. His love and devotion to his wife and family were evident to all who came in contact with him. He took pride in his profession and earned the respect of both his students and his peers.

Jake is dead and life will not be the same without him. But if, in honor of Jake's memory, we emulate the strengths that Jake shared with us, life will be good.

Marion Michel
Owens Technical College
Perrysburg, OH 43551

Genial but firm--wittily urbane--extremely sophisticated in all matters germane to higher education--addicted to the wearing of grey--strong compassionate feeling for the rights of others--solid advocate of the community college concept--well-reasoned conclusions quietly arrived at-- a man who "could see the other side" in any issue--staunch advocate for what he believed--interested in poetry, the arts, and the aesthetic experience-- a fair, but firm, adversary in any academic/intellectual dispute--a stoical sufferer of his own physical afflictions during his last days------

Dr. Alfred Livingston came to us at Cuyahoga Community College in 1965, at the age of 43, after a California experience that included a doctorate from Berkeley, being a professor of higher education at San Diego State College, and serving as a president of a community college. While with us, he served primarily as a vice-president in charge of academic affairs and part of one year as acting President. He was one of the first top community college administrators in Ohio to get behind the concept of an association of Ohio two-year colleges and served in 1966 as treasurer of the "old" Council of Ohio Community-Junior Colleges which was antecedent to our present OATYC. His advocacy and continuing support of our Association was steady, quiet, and effective throughout.

Al's wise and meaningful counsel will be sorely missed now and in the future.

Dick Matthews
Cuyahoga Community College
Western Campus
Parma, OH 44130

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Emerson Lindamood was not only an administrator and faculty member, but a friend to all--and with his death, Lorain County Community College will suffer a great loss.

Lindy, dying after a brief illness Dec. 21, dedicated the past decade of his life to improving the needs of students at this college.

Striving to better youth intellect and educational conditioning was second nature to LCCC's most esteemed colleague.

Lindy, who chaired the Social Science Division, started his educational career in this area at Lorain High School in 1950 and was named assistant principal in 1954 at Lorain High School and at Admiral King High School from 1961 to 1967.

The family has requested that memorial contributions be given to the Emerson B. Lindamood Scholarship fund for Social Science students. Contributions should be sent to the College Relations office.

Margaret L. Dobbins
Lorain Community
Elyria, OH 44035

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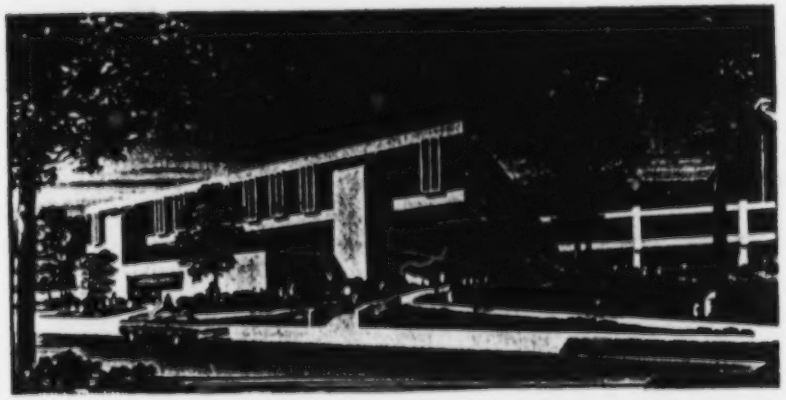
TEXT

FOCUS: COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY YOUNGSTOWN STATE UNIVERSITY

Bari Lateef



Each issue of the JOURNAL features an Ohio two-year college campus. This edition takes the reader on a visit to the very important and growing part of The Youngstown State University–The Youngstown State College of Applied Science and Technology.

The College of Applied Science and Technology at Youngstown State University was established during the spring of 1968 to meet the community need for technical and vocational education. CAST is one of six colleges of Youngstown State University and offers instructional programs in career and technical-occupational oriented areas. Since the establishment of the college, Dr. Nicholas Paraska has been the Dean of the College. Dr. John J. Coffelt is the President of Youngstown State University.

Initially, the departments and offices for the various programs of CAST were housed in different buildings of the University. In the spring of 1976 most of these offices were moved to the new CAST building, built at a cost of $7.5 million. The new CAST building was recognized by the Youngstown Chamber of Commerce as the best building in the area from an architectural point of view for the year 1976. The building is one of the 27 major structures located on the 62 acre urban campus of Youngstown State University. The 191,000 square foot edifice has 52 classrooms, 70 laboratories, 169 offices and 23 conference/seminar rooms. At the first floor level an enclosed bridge spanning a landscaped plaza connects the structure with the Engineering Science Building. A striking feature of the interior is a three story lounge and study area of 2,500 sq. ft., with a bridge at the first story connecting balcony-like opening corridors.

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MISSION

The College of Applied Science and Technology actively strives to promote the overall University efforts of being preeminent as an educational institution in providing a wide range of programs. To this end the College provides (a) technical education programs whose principal air is preparation for immediate job entry in various fields, (b) baccalaureate programs needed to articulate with two-year programs to provide upward educational mobility, and (c) baccalaureate programs preparing individuals in those applied spheres of learning that directly deal with human health and well-being.

Baccalaureate programs are offered in the departments of Allied Health, Criminal Justice, Engineering Technology, Home Economics, and Nursing which are primarily designed to articulate with two-year programs to afford upward academic mobility in line with the Board of Regents policy. The Business Education and Technology Department provides the Upper Division courses for the comprehensive business education major for the Bachelor of Science in Education degree offered through the School of Education. Graduate work is offered as approved by the Graduate School.

The College, functioning as a University urban technical center, offers two-year programs of study that provide students with an applied scientific education along with an appreciation of the practical skills related to their career choice while developing in them the intellectual and emotional maturity necessary for leadership. As new specialties of work appear in our highly technical society, this College develops new programs related to those specialties which are recognized by the Board of Regents as appropriate technical education programs. Thus, the College continually assesses the changing technical manpower needs of its service area and seeks to provide graduates to meet these needs.

The guiding principles in developing new programs have been and will continue to be to:

a. Utilize professional expertise within the total University;
b. Make full use of existing courses within the University before creating new courses;
c. Make new courses a part of the offering of the College of Applied Science and Technology;
d. Employ faculty to teach in these programs who possess the professional qualifications and are dedicated to the applied programs;
e. Structure the curriculum to most fully enhance the employability of graduates;
f. Appoint advisory committees to provide input about the need and content of programs;
g. Assess need for new programs by surveys of prospective employers and prospective students as well as through use of advisory committees;
h. Consider availability of programs in nearby institutions to avoid unnecessary duplication.

The student whose needs are not completely met by existing conventional programs may wish to investigate and apply for the Individualized Curriculum Program.

COMMENTS: Dr. Earl E. Edgar

YSU Vice President for Academic Affairs, Dr. Earl E. Edgar, explained that when the Technical and Community College was established at YSU in 1968, its mission was to offer two-year associate degree programs; and this continues to be one of its most important missions.

He noted that since its inception the College has utilized existing courses offered by the College of Arts and Sciences to provide required general studies work and science courses basic to the technical programs of the College. CAST has also developed baccalaureate programs to provide upward educational mobility and to prepare individuals in applied spheres of learning dealing with human health.

In the Criminal Justice Department the College has developed not only a two- and four-year program, but also a master's program. The business education and technology department offers graduate courses for the master teacher/secondary students in the business education area, and the home economics department has four upper division courses that can be taken for graduate credit. According to Dr. Edgar, the new name of College of Applied Science and Technology is "more descriptive of the range and level of its current instructional programs."

COMMENTS: Dr. Nicholas Paraska

Dr. Paraska, Dean of the College of Applied Science and Technology, noted that although CAST is the newest out of the six colleges at YSU, its growth has been phenomenal--at this time it is the largest and fastest growing college. The 1977 winter quarter enrollment was 1,200 more than the second largest college of Arts and Science at Youngstown State University. The future of technical education programs is bright. Our technologically oriented society will continue to provide employment opportunities for individuals preparing in technical education.

In Dr. Paraska's views, CAST functions as an urban technical center. As new specialties of work appear in a technical society, the College develops new programs related to those areas which are recognized by the Board of Regents as appropriate technical education programs.

"This College," said Dr. Paraska, "continually assesses the changing technical manpower needs of its service areas and seeks to provide graduates to meet these needs."

CAST students have the advantage of the total resources of the University being at their disposal. Technical education is an integral part of YSU.

A vast range of student personnel services, coordinated by the Office of the Dean of Student Affairs, is available to students at YSU. These services include educational, vocational, and personnel counseling programs; standardized testing programs; advisement of fraternities and sororities; student housing; career planning and placement service; and coordination of social, recreational, and cultural extra curricular services.

"Though the growth rate has been impressive, YSU is still committed to the individual student," said Dean Paraska. The faculty is imbued with the importance of providing quality education to enable students to fulfill their goals.

Bari Lateef
Instructor, Law Enforcement
The College of Applied
Science and Technology
The Youngstown State
University
Youngstown, OH 44503

SHORTHAND AND CAI

Linda Rodda

Recent research (Eleanor Skimin, JOURNAL OF BUSINESS EDUCATION, December 1973) indicates that verbal skills play an important role in stenographic proficiency. The ability to decode what has been written in shorthand depends primarily upon the size of one's vocabulary and on verbal skills in general.

A study (Jeanne King, JOURNAL OF BUSINESS EDUCATION, April 1974) to determine the relationship between English ability and shorthand transcription achievement indicated that "the abilities to distinguish between similar words, to understand the grammatical construction of sentences, and to spell and punctuate are important determinants of transcription success." For example, do students have the background to decide whether to use "personal" or "personnel." Can they recognize errors such as "the data is" or Ladie's shoes."

As a method of strengthening a student's English background to enable him to handle transcription problems in shorthand, I have used the CAI (Computer-Assisted Instruction) equipment at our university as a tutorial aid for those who needed it. Since this equipment is housed in a special laboratory room, the student can arrange the hours for drill work to fit his own schedule.

Beneficial as an aid in the basic education areas of English and mathematics, computer-assisted instruction is a supplementary classroom tool that helps teachers teach more effectively. One educator (John Hirschbuhl, University of Akron) has called it "a system that enables many students and a single teacher to engage in a one-to-one dialog, using a high speed digital computer as the communication medium." Thus, instruction becomes a two-way communication system that enables the teacher to monitor and tailor instruction to fit a student's needs. As Hirschbuhl states, "It accomplishes this task by enabling the instructor to deliver an appropriate instructional move at the precise moment when a particular instructional action is needed."

As an instructor of both business English and shorthand, I believed that the tutorial aids I used in the business English classes would also be beneficial to my shorthand students who were desperately trying to master the rules of grammar and punctuation to put together that all-important "mailable letter." My belief proved correct.

After the first phase of the learning period of shorthand, the frustrating period of shorthand transcription comes into focus for the student. The student who found it easy to master those curved lines and angles and who often received an "A" in beginning shorthand became disenchanted when faced with the problems that a poor background in English fundamentals presented. Many times those students who wrote beautiful shorthand were the ones who left out the punctuation needed in the transcription of a letter or an article.

Often I was asked, "How can I review the English rules that I have forgotten?" As much as possible, the shorthand instructor tries to incorporate grammar and punctuation drills into the shorthand class sessions, but time does not permit a thorough review for the student who is deficient in the English skills. Therefore, I suggested that those students in my class who were having difficulty with shorthand because of transcription problems go to the computer-assisted instruction laboratory for some remedial help in English by way of video terminals.

The CAI laboratory at The University of Akron is made up of video terminals attached to a typewriter-like device which connects the student with the central computer. Many tutorial packages, ranging from reading to statistics, are available to the student. The student interacts with the terminal as though it were a teacher; he is asked questions, is given praise or remedial instruction, and is paced through the material as he demonstrates his understanding.

After just an introductory session, my students are very enthusiastic about the information they receive from this medium of instruction. One student who had been getting D's in transcription reported that after receiving the CAI English instruction in the laboratory she began getting B's! Another student asserted, "CAI is probably one of the greatest assets that this University has available in the way of student aids."

Since the student can go to the laboratory when his own schedule permits, this extra assignment does not unduly burden his already full day. Students in the CAI Basic English program are assigned to a terminal for approximately 45 minutes a day. After being given a pre-test, each student receives training in just those areas of the program which he needs. Frequent performance checks throughout the program allow the student to skip or recycle through parts of the instructional sequence as required. Reports on student performance are made available to the instructor each week.

Since using this method of English review for those whose background warranted it, I have found a significant decrease in the number of students failing shorthand because of their difficulties with transcription due to their English deficiencies. Students, rather than avoiding an extra assignment, ask for additional topics to review in the laboratory. I also find that I have more time for shorthand instruction when relieved of some of this review time.

Once introduced to this system, no one has ever complained that this extra time spent in review in the CAI laboratory was useless. In fact, students are glad to have a second chance to learn these fundamentals that mean so much to the communication process in the business world.

Linda Rodda
Assistant Professor
Community and Technical College
The University of Akron
Akron, OH 44325

THE ANATOMY OF A COMMUNITY CULTURAL CALENDAR

John C. Vitale

The spine of any cultural calendar is the gathering and presentation of news in the most organized manner possible for mass distribution. The format of such a calendar should be flexible. Moreover, to effectively operate, it should contain continuity, solidfying all functions into one effective community service that can become the anatomy of a community cultural calendar - an instrument whose main operator can be the community college.

ASKING TO BE ASKED

Without community support, of course, any cultural calendar is doomed for failure from the start. Aware of this reality, and recognizing the necessity of community involvement to the success of any county-wide cultural calendar, the author, whose position with Lakeland Community College, warranted the initiation of such a project, began, on paper, mapping out a three-phase program of action. Each phase hinged on some specific aspect of community involvement. Since the primary goal of the proposed calendar was to centralize cultural activities information, the role of the community became the activating factor.

Nevertheless, despite the finalization of a program of action, before any one of the phases could be realized, Lakeland had to be asked to perform the service by those members of the community who were already involved in current cultural activities.

Consequently, the first phase of the Calendar program called for collecting information that would place the College in a position to be asked to initiate a cultural Calendar.

This task, surprisingly, proved to be relatively simple. With the aid of student help, a survey was begun to identify all "satellite" cultural organizations that were currently active in Lake County (population 210,000), which Lakeland serves.

Although, on the surface, such a survey seemed like a major undertaking, one obvious avenue became the key to a quick finalization of the survey: the local newspapers. By merely checking the back issues of the two major newspapers - each having a circulation of approximately 21,000 - the survey produced more than 150 cultural organizations, including all the local high schools. Moreover, by checking back merely six months, the names gleaned from the newspapers were up-to-date, offering not only the specific names of the organizations, but, more important, the current chairman of each group. The total time required to finalize the survey was less than three weeks.

Once all of the organizations were compiled, a mailing list, locating by address each chairman, was put together. The only instrument needed to complete this task was the local phone directory. At this point, Lakeland, having both a plan and information, was ready to move forward.

To put into effect this particular community service, Lakeland needed a supersalesman who could "sell" the program to all segments of the community. Since, unfortunately, no such character was available, the next best solution seemed to activate a host of mini-supersalesmen. These mini-supersalesmen, who, incidentally, proved to be women, could come only from one source - the largest cultural organizations in the county.

Acting on the concept of inflationary support from a small group of mini-supersalesmen, a letter of "intent" was sent to twelve chairmen, asking them to participate in an ad hoc committee to examine the need for a county-wide cultural calendar. To insure participation, the letter was followed by personal contact, either by phone or through a luncheon meeting.

A week later, this group met, discussed the need for such a calendar, and, in the end, concluded that such an instrument was needed and that Lakeland, since it served all the county, would be in the best position to effectively activate and perpetuate such a calendar for the community.

A PLAN FOR A PLAN

As anyone who has ever attempted to launch any community service project under the standards of a community college can appreciate, the "blessing" by the ad hoc committee to prepare a cultural calendar was not merely granted to Lakeland on the grounds of expressed enthusiasm. Rather, to the credit of the committee, the College was given the "green light" primarily because, as a community organization, it had prepared in advance a complete plan of operation, including a projected budget for the entire year.

The primary function of the cultural calendar, as the committee learned, was twofold: to provide a "clearing house" for all cultural events and to establish some form of mass distribution for the information which the clearing center gathered.

Basically, since Lakeland would become the "clearing house", its only function would be to record and give information. For example, a phone number would be provided for all organizations to call. When calling, the particular organization could find out if any other event was taking place on a specific day. Obviously, this type of information is extremely vital to any group, since, realistically, they could be drawing the same audience, and two major events taking place at the same time and on the same day would be in direct competition.

The final segment of the program plan for a cultural calendar called for distributing information on a weekly basis to newspapers serving the community. This would be accomplished by working directly and in cooperation with the news media.

To the extreme gratification of the Director of Fine Arts, under whose auspices the cultural calendar would operate, the plan was accepted with enthusiasm, and the next phase of the program was quickly put into action.

CALLING ALL CULTURAL ORGANIZATIONS

Now was the moment for full participation. The mailing list was activated, and letters were sent to all the cultural organizations in the county. Of course, the primary intent was to get as many organizations as possible to participate in the calendar. Consequently, a detailed account of the purpose and the logistical elements of the calendar was included in the letter, plus an invitation to call in all events.

In essence, the calendar - officially labeled the Lake County Cultural Calendar - found its way into the world of community service as soon as the letters were mailed. Like any new member of the community, it also had its number: 951-1000.

But success cannot depend merely on hope. Something more concrete is required. In the case of the cultural calendar, hope was put aside for a while, and, in the interim, the editors of the major newspapers were contacted. Each agreed to carry a "boxed" calendar each week. Added to this support, one of the newspapers carried the launching of the calendar in its next editorial: "Calendar Benefits Its Community." In part, the editorial stated:

> A cultural calendar to serve all of Lake County is long overdue. But beginning July 1, by dialing 951-1000 it will be possible to find out what cultural activities are scheduled on given dates.

On the same day that the editorial appeared, the local radio station gave the author a fifteen minute spot to announce and explain the calendar, insuring, as it were, another avenue of exposure.

Behind such community support from the media, the calendar enjoyed instant success. Almost as soon as the announcement was made, the phone began ringing, and listings began to be recorded in what started out as a huge, blank calendar with acres of empty space for dates and times.

GOING PUBLIC

The date set for "going public" was much like the thrill of being listed on the "big board" of the New York Stock Exchange for the first time.

Lakeland's Cultural Calendar appeared in both major newspapers and one weekly during the first week in September, only two months from the initiating date. It was, understandably, a memorial date - when an idea became a reality, and a dream materialized into a concrete service to the community.

Lakeland had succeeded in bringing to life an idea. But, more important, a community - Lake County - reaped the profit; it all began by making the anatomy of a community cultural calendar a program designed to succeed.

John C. Vitale
Instructor
Lakeland Community College
Mentor, OH 44060

OHIO'S STATE COMMUNITY COLLEGE LAW A PLUS FOR THE SYSTEM?

James E. Seitz

Laws are usually complex. Systems are usually complex. Together, they can bring about bewildering chaos. Occasionally, however, the combination creates the potential for order. Such are the possible effects of the state community college law on the two-year college system in Ohio.

The initial impact of the law was felt on November 4, 1977, when three new two-year colleges were created. Edison, Shawnee, and Southern became Ohio's first state community colleges on that date--the result of much behind-the-scenes work by the vice chancellor for two year campuses of the Ohio Board of Regents and the presidents of the three colleges. The law, which effected a name change for the several colleges, was noted at the time to hold far-reaching implications not only for the institutions directly affected but also for the entire two-year college system in Ohio.

From the outset, the proposed state community college bill (Amended S.B. 229) represented a significant step forward, for its enactment would repeal the state general and technical college law under which the several state community colleges initially received their charters. Some features of the old law would be deleted, some improved upon, and some retained virtually intact. That the new legislation could be conscientiously supported was attested to by the presidents of the state general and technical colleges who delivered testimony before a senate legislative committee on behalf of the bill's passage.

IMPORTANT CONSIDERATIONS

Testimony favoring the enabling features of the state community college legislation pointed-up several advantages not inherent in previous law:

1. Amended S.B. 229 would clarify and improve upon the name "state general and technical college" without detracting from the variety of technical, transfer, and continuing education courses and programs that such colleges could then offer.
2. It would define districts for the colleges and thereby establish "territorial" rights and create new possibilities as political subdivisions rather than agencies of the state.
3. It would provide for orderly expansion of the districts into contigous, unserved counties of the state.
4. It would require appointment of trustees who are qualified electors residing within their districts.
5. It would require rotation of the chairmanship of boards of trustees, limiting that office to three consecutive years of an individual's service.

6. It would help to protect the colleges' financial interests by clarifying the responsibilities of the treasurer and by requiring bonding of the individual.
7. It would improve the definition of trustees' responsibilities, especially as regards the permissibility of insuring personnel and property.
8. It would permit the presidents to appoint operating staff and part-time faculty at their colleges, rather than vesting authority to continue that cumbersome practice in the trustees.
9. It would strengthen local autonomy, defining ownership and placing control over all salaries and employment policies with the institutions.
10. It would present a relatively simple mechanism for the state community colleges to become bona fide community colleges.
11. It would move Ohio's system of higher education closer in structure, terminology, and unity of purpose to that commonly occurring in other states

Those giving testimony recommended clarifying changes to the committee, and the modified bill was passed shortly thereafter by the legislature and signed into law by the governor. Important improvements noted in the bill were retained.

A MAJOR FEATURE

An important feature of the law (R.C. Sec. 3358) is that each state community college has a defined district. The law further defines a state community college district as a political subdivision. These facts have considerable import. The colleges are no longer agencies of the state; therefore they have more local autonomy than before--even to the point of authority to seek local levies for operational support.

Previously, as state general and technical colleges, Edison, Shawnee, and Southern colleges were required to operate similar to Ohio's public universities. The attorney general appointed local legal counsel for each board of trustees, ownership and rights to trade or sell property were controlled by the state, the provision of building and liability insurance by using operating capital was not permissible, and classified employees had to be employed and paid according to statewide civil service law, policy, and practice. There was considerable centralization of authority in the state. In effect, the three two-year colleges were competing in the public universities' league with little of the legal, political, or financial wherewithal to compete successfully. They could not, for example, readily afford the large pay increases often mandated by the legislature for classified employees under civil service law, especially in those localities where the open market follows well behind the statewide civil service pay standards.

The uniqueness of the political subdivision, with consequent exemption from civil service regulations, has legal precedent. In a letter to the author, the office of the attorney general of Ohio noted that Edison State Community College is a political subdivision and, therefore, that office could no longer advise the college as it would an agency of the state. However, the response included the complete opinion provided on June 15, 1962 for another political subdivision, one of the community colleges. The then attorney general, Mark McElroy, opined:

> . . . A community college district is a separate political subdivision of the state, and is, therefore, separate and distinct from the state, counties, cities, city health districts, and city school districts. Accordingly, the employees of such a district, not being employees of any of the political entities referred to in Section 143.08, Revised Code, are not subject to the provisions of that section. . . or any other provisions of the state civil service laws.

Legal counsel for Edison State Community College advised confidently by the same reasoning on the exemption of state community colleges. Subsequently, the civil service commission upheld the action of Shawnee State in removing their classified employees from civil service coverage.

Although it would seem unlikely that a formal opinion by the present attorney general of Ohio would overturn precedents set by the previous ruling for a similar subdivision, that has not been the case. Attorney General Brown recently ruled affirmatively on the applicability of civil service law to certain classes of employees of state community colleges.

The arguments presented were specious, at best, and may well lead to an appeal through the court system.

IMPLICATIONS FOR THE SYSTEM

Probably the two most important features of the state community college law are the opportunities afforded two-year colleges, including technical colleges and branch campuses, to become state community colleges and then to move to full community college status. Those features have resounding significance for the system. Eventually, the state could be serviced with area community colleges, as in Illinois or California. How soon that will occur, and whether it will occur at all, will depend on the stance of the two-year college leadership toward providing low-cost, comprehensive, readily accessible higher education opportunities for all citizens of the state.

The state community college law provides specific mechanisms for creating such colleges and, once established, makes further expansion and development relatively easy. A state community college can, by majority vote of its trustees and approval by the Ohio Board of Regents, expand its district into counties not receiving service from another two-year college or university branch campus. It can also seek, by majority vote of the trustees and concurrence by the Ohio Board of Regents, direct local taxation for additional support. The name change from "state community college" to "community college" would occur only upon passage of the local levy within a one-year period of time. Failure to achieve passage would simply mean reversion of the college to state community college status. The level of state subsidy would be the same in any case.

Perhaps the major hurdle in either district expansion or conversion to local community college status centers on gaining the sanction of the Ohio Board of Regents. Efforts to date to change technical colleges to state community colleges have been unsuccessful. Undoubtedly, the appropriate political climate in relation to the public universities has not yet occurred in Ohio, at least not in the minds of the regents.

Hopefully, educators in all segments of higher education in the state will come to think in terms of service to all people and the best delivery mechanism for that. The evidence has long been clear in some other states: the more comprehensive the two-year college system becomes, the more people brought into higher education--at all levels.

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PRACTICUM

CUYAHOGA COMMUNITY COLLEGE "SENDS" CLASSES TO SEVERLY DISABLED VIA COLOR TELEVISION

Monica Martines

This "Practicum" article describes how CCC has been able to marshal funding to bring live televised classes, including two-way telephone communication, to persons unable to leave hospitals because of severe illness and/or disability. CCC believes it is the only program of its kind in the country and that the program reflects the College's "community based" philosophy by providing equal educational opportunities to the handicapped.

SPECIAL PROBLEMS of "going to college" without leaving the hospital are discussed by severely disabled students and their counselor. All are participating in a unique program at Cuyahoga Community College's Eastern Campus in suburban Cleveland, Ohio, where live television classes are beamed to students in area hospitals. Students ask questions and join in discussions by means of two-way telephone communication.

A 900 percent return on an investment is enough to make anyone smile.

And, if statistics from the Department of Health, Education and Welfare (HEW) are correct, they ought to be smiling in the state capitol in Columbus, Ohio for quite a while. The state's $500,000 in grants to the Education Delivered to the Severely Disabled Program at Cuyahoga Community College's Eastern Campus (CCC) in suburban Cleveland could contribute to a $4 million boon to the economy.

What's more, CCC's educational rehabilitation program, which delivers classes to patients at area hospitals by means of color television transmission and two-way telephone communication, is believed to be the only one of its kind in the nation.

TV TECHNICIAN, Cuyahoga Community College's Eastern Campus in suburban Cleveland, Ohio, sees to it that classes taking place on Campus are beamed live to hospitalized students participating in the Education Delivered to the Severely Disabled Program. In addition to television transmission, students may join in class discussions by means of two-way telephone communication.

The program also is in aggressive compliance with the Federal Vocational Rehabilitation Act, Title III, which states that ". . . equality of opportunity, equal access to all aspects of society and equal rights guaranteed by the Constitution of the United States be provided to all individuals with handicaps."

Handicapped in this case means persons whose movements are so restricted they are unable to leave the hospital for any long period of time.

The Education Delivered to the Severely Disabled Program (ESD) was the brainchild of Dr. Lynn Rosen, assistant dean of Curriculum/Learning Resources at CCC East. She reasoned that CCC, whose mission states its dedication to low

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cost, community-based education for all, might also serve those who could not be physically on campus.

Turning the idea into actuality was a two-year effort involving the College, three area hospitals, the Bureau of Vocational Rehabilitation and Office of the Ohio Rehabilitation Services Commission. First award was made by the latter agency in the summer of 1975.

Original grant was for $204,683 with CCC adding another ten percent or $22,743. These initial funds were used to purchase and lease nearly $120,000 worth of telephone and color television equipment, including cameras, monitors, receivers, lighting fixtures, microphones, amplifiers, video cassette recorders and the necessary camera cable and microwave system to connect the Eastern Campus to the three hospitals.

Funds also covered salaries of a full-time coordinator, secretary, part-time counselor, media technician and staff support personnel.

Ten tutor-consultants were hired to help hospitalized students during class time with any difficult learning situations and to take over instruction should there be an equipment failure. They also spend time with students having difficulties grasping subject information. These part-time tutorial assistants generally are college students themselves, majoring in the subjects being taught via the television transmission.

In addition, there is an assistant in each hospital at transmittal time to assist the disabled students with necessary physical tasks, such as turning pages of texts and writing.

The second year, $138,214 in funds was awarded by the state for the program, with CCC increasing its support to $59,234. Latest and final grant, awarded in June, 1977 is for $56,577 with CCC providing a matching amount. Plans are for the College to underwrite all costs of the ESD program next year.

Hospitals selected to participate in the program initially were Highland View and Sunny Acres, both located on property adjacent to CCC East. Television cable connects their operation to the campus. Wade Park Veterans Hospital, also included in the initial proposal, is some distance from the Eastern Campus and receives live transmission by means of microwave, as will other hospitals as they are added to the program.

Classes are transmitted from room 185, which would be an ordinary classroom except for the high-powered lighting, television cameras and control room. Classes also are videotaped for use by any students, on or off-campus, who are unable to see the live presentation and also for review purposes.

But, the real advantage is the live telecast and two-way telecommunication system, which allows the hospitalized students to see and hear the class in progress and enables them to ask questions and to participate in class discussions as well.

For example, a patient-student at Wade Park Veterans Hospital asked an instructor in a psychology class if patients in comas have dreams. The instructor was unable to cite any studies on the question, but a patient-student at Sunny Acres Hospital interjected an affirmative answer and described in detail his dreams while in a coma. Everyone in class benefitted from the discussion.

Telecasts began for 34 severely handicapped students in the fall of 1975 with a special mini-course to assist them in the development of skills in studying, outlining, listening, inquiring and note-taking. (CCC East offers similar free mini-courses on campus to all students planning to enroll.)

Courses offered that first quarter included basic subjects such as reading improvement and college arithmetic. A class in political science also was given.

More than 125 severely disabled persons have participated in the ESD program since its inception. Currently, 15 courses are offered, running the gamut from anthropology and psychology to business courses and medical terminology.

According to Mrs. Judith Kane, program coordinator, instructors are eager to participate in the televised classes and often visit their hospitalized students to meet them personally and to inquire about their progress.

In addition, Mrs. Jane Richmond, counselor to the severely disabled, assists them in planning a course of study, administers vocational testing when needed, helps them to obtain financial aid and guides patient-students in planning for the future when they are released from the hospital.

The ESD program also tries to provide many of the support services for hospitalized students that are available to on-campus students. These include library resources which are delivered to students upon request, counseling and tutoring services, as well as help in filling out necessary registration and financial aid forms.

An outgrowth of the program has been a system of study for homebound students, which includes those who have been discharged from hospitals but are not able to attend classes on campus. These students are taught by means of audiotape and receive additional help from tutor-consultants who visit them on occasion. Class tapes are mailed each week, and students' completed assignments are mailed to campus in return. Counselor Richmond keeps in regular telephone contact with homebound students to discuss their progress and problems and to help them determine future educational and career possibilities.

Naturally, due to students' physical difficulties and the relatively short time the program has been in existence, no emphasis is placed upon completion of requirements for associate degrees.

As Dr. Rosen explains, "We want to encourage disabled persons to realistically define career goals and to develop plans to realize those goals. However, we also want to encourage them to enroll in class simply to enrich their lives, which often are tedious and lonely after months of confinement and with extremely limited physical capabilities."

Yet, the percentage of students completing courses is over 60 percent, a figure actually higher than anticipated when consideration was made of physical setbacks which hinder study, in addition to normal reasons for attrition. Studies also show that, of students who start coursework in the ESD program, 52 percent continue their college studies, either in the program or in a different setting following release from the hospital.

And, as the program continues to grow, Mrs. Kane, along with counselors and other administrators, is attempting to assess its value according to such criteria as students' development of self-understanding, capacity for personal independence, clarification of vocational objectives and progress made toward those objectives.

In these respects, individual achievements are particularly noteworthy. For example, one quadriplegic student has completed 18 classes, including those necessary to become a licensed real estate salesman. With the help of Mrs. Richmond, he has managed to find part-time employment with a nearby real estate firm, and will be driven from his hospital residence to work three days a week.

Another patient is a straight "A" student who has taken ten CCC courses, mostly in the area of business. His plans are to operate a small business from his hospital bed.

After completing an accounting course, a patient-student has become a student assistant for the Faculty Services Office at CCC East. His computation work is delivered to him and returned to the campus upon completion. This same student also is a contributor to the campus newspaper and has written several byline articles.

Several patients have been able to leave the hospital facilities for short periods of time in order to attend classes on campus. One young man takes particular delight in "driving" himself via wheelchair across the street to the campus from his room at Highland View Hospital.

All disabled students are encouraged to vote in Student Senate elections, and videotaped interviews with Senate candidates are made for the hospitalized students by members of the campus Journalism Club.

As one severely disabled student expressed, "My body may not move around freely, but my mind's not locked up."

Added another, "The classes are really great. It makes me feel that, even though I'm stuck in a hospital, I'm getting somewhere."

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FORUM

ISSUE: ACCREDITATION: IS ITS PURPOSE BEING THREATENED?

The JOURNAL's "Forum" examines in this edition the manifold question of accreditation: federal encroachment; the interdependence of authorization, accreditation, and eligibility; loss of credibility; etc. Addressing the question are Lloyd Monnin, Clark Technical College, and Larry S. Fewell, Ohio Board of Regents.

ACCREDITATION: ITS PURPOSE IS BEING THREATENED.

Lloyd Monnin

America's educational system has been many things to many people. Whatever its perceived strengths or weaknesses, American Higher Education has had one real advantage--non-governmental voluntary peer accreditation. Regional accrediting agencies have been concerned traditionally with ascertaining and proclaiming concerning quality education. Recent developments seem to be undermining that basic purpose of this process.

The underlying assumption in the process of accreditation has been that fellow educators unassociated with the examined institution make more reliable judges of the quality of that institution's educational programs than its supporters, constituents or clientele.

It usually involves the institution's making a detailed self-study and reporting on same; then a team of qualified out-of-state peers makes a visit to the campus to examine the institution and the reliability of its introspective self-assessment statement. Later, another equally qualified and disassociated team scrutinizes the institution's self-assessment, the report of the campus examiners and any reactions and/or rebuttal from leaders of the institution. This latter review team makes its recommendations to the Commissioners of the regional accrediting association, which will in turn finalize a decision concerning the petitioning institution. And, this final decision carries only limited finality. The institution will have to be re-examined in another three, five, or seven years.

It is as though educators believe Socrates' statement concerning human life, "The unexamined life is not worth living," to be more preeminently applicable to academic life than to life itself. Or, it is also possible that educators are correct in assuming that society's greatest charge to them is to examine the nature of man and his life? Whatever, there are forces afoot which seem questioning this goal of higher education and of educators' constant effort to access quality.

With the passage of the Higher Education Act of 1965, many more institutions of higher learning became eligible to participate in funding federal education programs. This prompted the Office of Education to create the Accreditation and Institutional Eligibility Staff (AIES) and an advisory committee to set up criteria and procedures to approve accrediting bodies, to make formal lists of them and to determine preliminary institutional eligibility.

In America, the states traditionally certified institutions on the basis of minimum legal and fiscal standards, the federal government has exercised a role primarily administrative and the accrediting agencies certified that standards were being met and quality educational programs offered.

While the federal government has no constitutional mandate relative to education, federal-aid-to-education legislation implies that in order to be eligible for benefits, institutions must be accredited by nationally recognized, nongovernmental accrediting agencies. These, in turn, must be listed by the Office of Education. This, in effect, has made accreditation the equivalent of eligibility. It appears that this may well occasion many serious concerns.

It has long been a truism that "He who pays the piper calls the tune." When the federal government subsidy to institutions (or their students) reaches high enough level, they may come to perceive eligibility as of greater value than accreditation itself. Might this not prompt aspiration to accreditation for eligibility's sake? Eligibility for funds could become the tail wagging the institutional dog--with its programs and students.

There seems to be a real danger that federal monies may blind institutions in the fundamental process of curriculum and program development; correspondingly, they may very well attract the wrong students into programs; they may even occasion faculties losing sight of meaningful standards in order to "guarantee access to all" or in the attempt to prove that theirs is "an open door and not a revolving one." Might not these monies prompt the creation and unnatural growth of single purpose institutions or artificial enhancement of certain types of programs within institutions? Might not these monies, intervenously injected, and perceived as supplying relief from the pangs of threatening death, occasion private liberal arts colleges selling their souls and forsaking their basic purpose--the preparation of thinkers and leaders to carry on the cause of freedom under our democratic approach to government? Consider this long-established goal for Higher Education (President's Commission on Higher Education, 1947): "To

liberate and perfect the intrinsic powers of every citizen is the central purpose of democracy, and its furtherance of individual self-realization is its greatest glory." Might not these federal monies and the institutions' desire for them tend to render all forms of education (and training) of equal value, or, at least occasion a disproportionate weighting of some types?

If these monies become more readily or extensively available for the preparation of technicians "doers" (at all levels from welder and stenographer to engineer and doctor) than for "thinkers" (political scientists, economists, research scientists, free lance writers, artists and philosophers), from whence are to come our leaders and critics of societal and governmental (national and international) activities? Do, or should, the non-governmental accrediting agencies have as one of their purposes the exercise of control over the degree to which various educational purposes have basic social value and the relative degree to which they should be funded?

Whether we wish to recognize it or not, funding patterns can, in the long run, create or enhance, stifle or squelch the exercise of the educational and human purpose. Whatever the effects of federal funding and its impact upon the accreditation process and the determination of institutional eligibility, the accrediting agencies (and the peer educators who make them functional) are likely to have their moral fibre and professionalism put to a test never before encountered.

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THE PURPOSES OF ACCREDITATION, AUTHORIZATION, AND ELIGIBILITY ARE THREATENED

Larry S. Fewell

My response to the question -- "Is the purpose of accreditation being threatened?" is a resounding affirmative. I agree with Dr. Monnin–the equating of accreditation and eligibility is evidence of an erosion of the purposes of both functions. The requirement that institutions attain accreditation to be eligible for federal funding programs poses a serious threat to the integrity of voluntary accreditation. However, Dr. Monnin's statement of the situation is short-sighted to the extent that it appraises only the effect federal encroachment has on voluntary accreditation. State authorization as it is currently administered also threatens the purpose of accreditation. When state licensing authorities conduct program evaluations and make qualitative assessments, the duplication of effort between accreditation and authorization is obvious. As the interdependence of authorization, accreditation, and eligibility increases, the integrity of all three functions loses credibility.

The following definitions provide a background to the problem: Authorization -- the "granting of initial and continuing approval to an institution to operate and offer educational services" (S.M. Jung, et al., TECHNICAL ADDENDUM: A STUDY OF STATE OVERSIGHT IN POSTSECONDARY EDUCATION, 1977). It involves the licensing of educational delivery systems and a monitoring of programs and resources. It relies upon minimum standards specified in statute and considers student protection and degree proliferation its most immediate concerns. Accreditation -- "a process of recognizing educational institutions in toto and various professional programs they offer in parte for performance, integrity, and quality which entitle them to the confidence of the educational community and the public" (Sherry Harris, 1977-78 ACCREDITED INSTITUTIONS OF POST SECONDARY EDUCATION, 1977). Accreditation relies upon optimum standards and peer review. Its principal focus is on the program promoted by the educational institution. It provides the educational community and the public a measure of academic excellence for the programs and institutions. It provides institutions with suggestions for improving the programs and enhancing the quality of the offerings to students. Eligibility -- "accreditation by an agency recognized by the Commissioner of Education, approval (issuance of a license or charter) by the State in which it operates, and compliance with various other statutory and regulatory provisions (J. Proffitt and L. Friedrich, "Accreditation Regional and Specialized," 1978. It involves an application of "most desirable" criteria for eligibility. A review of accrediting agents, insititutions, and the primary missions of both are among the responsibilities of eligibility.

State authorization, voluntary accreditation, and federal eligibility, by definition, have three distinct purposes, and their respective administrative agents have particular capabilities and limitations unique to those purposes. Each function has an interface with the other two. This interface is necessary and requires a cooperation among the respective administrative agents. Originally, the need for interdependence was much less than it is perceived to be today–the association among the three functions barely interfaced with one another. As the interdependence increased, accreditation, authorization, and eligibility relied upon one another for direction and criticism. Thus the operations, standards, and demands upon institutions have become more similar over the years. Accreditation has become an absolute requirement for eligibility. Federal approval of the accrediting body now gives legitimacy to its recommendations. State licensing authorities evaluate curricula and delivery systems and make qualitative pronouncements. This trend toward conformity has obscured the purposes and criteria for evaluation relative to each function. As one function assumes the responsibilities of another, a characteristic of the expanded intersection of functions, it threatens the integrity of the purpose of that function. I symbolize the problem facing the administrative agents responsible for authorization, accreditation, and eligibility as a comparison of an interface and an intersection of functions. (See figures 1 and 2 for the desired and actual state of the interdependence of functions.)

As an agent responsible for state authorization, it is expected that I would mention the encroachment of the federal authorities on the responsibility of state authorization. In addition, I feel compelled to call attention to the effect state program evaluation has upon the integrity of accreditation and the effect the growth in number of voluntary accrediting associations has upon federal eligibility. In essence, it is my objective to show that all three functions stand to lose credibility as a result of the overlapping functions. To better delineate the problem, I list a number of issues critical to each of the three functions.

The issues of concern to the agents of state authorization are (1) recent activities of the Federal Trade Commission mandating that consumer protection requirements be included among the criteria for state authorization; (2) recent reclassification of institutions on the basis of state authorization by state admin-

istrators awarding veterans' benefits; and (3) the introduction of new professional accrediting agencies not recognized by the U.S. Office of Education or the Council of Postsecondary Accreditation. I assume the federal eligibility agents are concerned about: (1) the number of states not meeting the standards for adequate authorization and oversight specified in the Education Commission of the States' "Model Legislation", (2) the character and number of institutions exempt from state authorization by statute, and (3) the diversity and lack of coordination among the various regional and professional accrediting associations. Dr. Monnin has aptly represented the concerns of the voluntary accrediting associations. Some of the issues of concern include: (1) the eligibility requirement of institutions to attain "voluntary" accreditation, (2) the reliance of state licensing agents upon self-studies as evidence of compliance with state laws, and (3) the insistence from governmental authorities to evaluate all institutional delivery systems on the basis of traditional academic standards and performance measure.

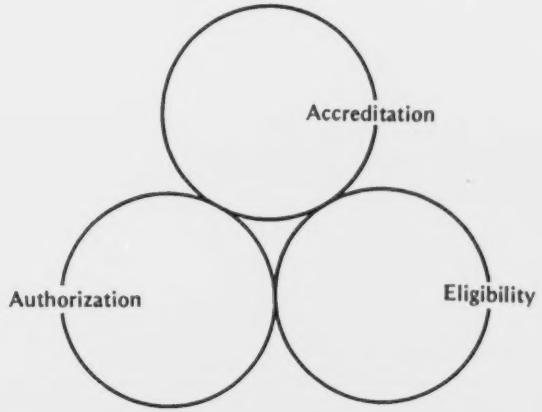

Figure 1. The Desired State: Interface of Three Functions

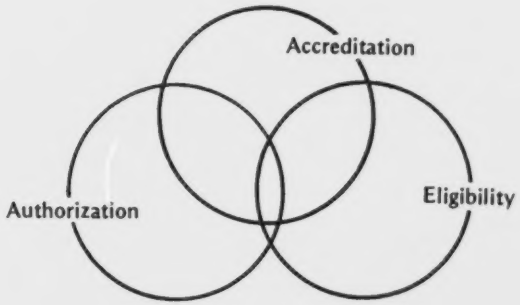

Figure 2. The Actual State: Intersection of Three Functions

Boldly, I recommend the following considerations in reference to the issues just listed. (1) State authorization and overview is not the product of federal or any other external intervention. It is founded in the constitutional responsibility of the states for education. The states must not be intimidated by federal authorities, must not alter or abdicate the responsibilities charged them through state statute. State administrators must legislatively resist the Federal Trade Commission's intrusion in the matters of authorization.

(2) Governmental review authorities must recognize their strength and limitations. Compliance with minimum procedural and resource standards should never be equated with the assessment of program or institutional quality. State authorization and oversight and federal eligibility agents must continue to rely upon peer accreditation to assure the confidence of the educational community and the public in the curricula and instruction provided by the institutions.

(3) The qualifications for federal program eligibility are many and varying according to the statutes associated with funding participation. No single factor, i.e., state authorization, regional or professional accreditation, should be used as the sole requirement for eligibility. Federal funding must be administered according to both intent and letter of the enabling legislation. Federal agents must not deny eligibility strictly on the basis of noncompliance with the accreditation requirement.

The implications of the recommendations, as perceived by this state authorization agent, are as follows:

(1) In order to avoid the intimidation or threat of federal encroachment from the F.T.C. or any other agent, state authorization and oversight agents must take into consideration the consumer protection concerns of students and staff and the public accountability issues. These issues are critically inherent to the appropriate implementation of public policy and use of public revenues. The criteria and standards used for authorization must be sufficiently critical to assure the public and, in turn, federal agents that adequate student and public protection is retained.

(2) In order not to encroach upon the jurisdiction of accrediting agents and to utilize their special capabilities regarding program review, voluntary peer review must be incorporated into the procedures of authorization yet performed under the auspices of the voluntary accrediting agencies applying state statutory requirements, criteria, and standards.

(3) In order to avoid an overreliance upon authorization and/or accreditation as criteria for federal eligibility, disclaimers must be made by authorization and accrediting agents with reference to the utility of their review judgements. The agents of review for eligibility must be encouraged to consider more than just authorization and accreditation in their endorsement of institutions and courses of study.

In summary, I agree that the purpose of voluntary accreditation is threatened. The purposes of state authorization and federal eligibility review are similarly being challenged. I contend that the integrity of the purposes of accreditation, authorization, and eligibility can best be promoted through a cooperative effort on the part of state and federal governmental and nongovernmental authorities. It is important that all parties to the problem retrench in the areas of objectives and criteria, assuming responsibilities where they are the most qualified. They should supplement their functions with the unique contributions of other authorities in situations where such authorities are better qualified based upon

their purpose and past practices. The functions of accreditation, authorization, and eligibility will suffer from a continuance of the duplication and overlapping of responsibilities common to contemporary practices.

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PLUS ONE

IMPACT OF SEX BIAS UPON TECHNICAL EDUCATION

Johnnie Ruth Clarke

Again, the JOURNAL's "Plus One" is a plus two. The first article, "Impact of Sex Bias upon Technical Education," was a key paper delivered by Johnnie Ruth Clarke at the March 1978 ATEA National Clinic in Orlando, Florida; the second article, "Professional Shorthand Teacher's Corner," is the very worthy and timely advice of John C. Roman (CENTURY 21 REPORTER, Fall 1977). The JOURNAL thanks both the ATEA JOURNAL and the CENTURY 21 REPORTER for allowing the reprinting of the articles.

It is almost impossible to talk about the impact of sex bias upon technical education without addressing the field of education as a whole. Sex bias in any area of education is the result of many influences--among them are the state of the economy, social attitudes, status role assignment and, as Teyve in "Fiddler on the Roof" says so dramatically, tradition.

Sociology has taught us that in every society, even the most primitive groups, the role assignments for males and females are clearly defined. The roles which either sex will assume in the religious rituals of the group, in the economy, in the family and in the group's governing body are shaped by the circumstances impinging upon the group's struggle for peaceful existence. When the group attains homeostasis or a balance in its life style, these roles tend to become more formalized and stable. To maintain this balance, most societies establish means for maintaining role differentiation, and folk ways and mores develop to support the perpetuation of these role definitions. As the social order becomes more complex, formalized systems for learning one's sex role are established, so schools come into being. A close examination of our own history will reveal much about the sex role assignments of our society. In spite of the diverse backgrounds of our pluralistic people, there has been some general agreement about the roles of men and the roles of women. These role assignments have been supported by all of the institutions of our society. In church, scripture is quoted to differentiate

male and female roles; in business, tradition is used to support sex role differences; in industry, physiology and psychology myths are used to support sex positioning; in government, good old status quo is used to keep status quo; and in the family, sex supports sexism. The school then is used to teach both the sex role assignments and their supportive systems. To maintain such systems all of the elements of our society must conform to these sex role positions, so television, building construction, transportation (except air transportation), publication and even entertainment must reflect the sex models of the social order.

Fortunately, homeostasis or balance is not a steady state. A dynamic society must experience change and change impacts all of the institutions, attitudes, and feelings of a society. In an attempt to cope with change, each facet of the society has to make some adjustments in order to once again gain a balance. This balance will never be like the former state and it does not come quickly or with ease. Our present society is in a process of great social change, we must cope with a new technology, a new concept of world government, rise of minorities, increased concern of women over their role in the social order, and a charismatic view of religion. Educational institutions, although greatly impacted by social change, are expected to assist the social order to achieve a balance. One of its tasks is to assist in the eradication of sex bias. This conference is concerned with the role of Technical Education in the elimination of sex bias.

I would like to say that sex bias is a two-edged sword, it cuts both ways. It hampers the use of greatly needed human resources in many fields. Both males and females are prohibited from making valuable contributions to achieving a balance in our social order. Because of our history and our traditions, sexism erects more barriers for females than for males and because of this, I will concentrate primarily upon sex bias as it effects females.

There are more than 35 million females in the labor force, most of whom are married. They are more likely to be employed as white-collar workers in low skilled and low paying positions. The female professional is probably a teacher, nurse or other health worker. The others are more likely to be clerical or service workers. Female blue collar workers are about 1 out of 6 while males constitute about half of this group. Women still work in factories but seldom as skilled craftsmen. Women in technical occupations are usually at the bottom of the position classification and salary scale. The small number of women among the over 275,000 apprentice trainees has caused much concern in recent years. The employment trends of males in technical positions usually assigned to females is even more appalling.

Why are females concentrated in the work world in the manner described here? The answer to this question will be given, but it is most important that this audience does not mis-interpret the answer as scape-goating an institution or any group. Blame placing is merely gaming and the answer to this question is too serious for gaming.

The barriers which herd females, and some males into segregated occupational fields are erected by the social order and supported by sexist philosophy and practices producted by societal myths and traditions. The major keepers of the barriers are the employers, labor unions, educational institutions and the family. Employers are very reluctant to accept change in the labor force unless such change is directly related to increased profits. With an adequate supply of the traditional-male-labor market and geared to a traditional philosophy of working relationships, employers seldom hire women in traditional male positions no matter how competent they may be. In times of crisis a few women may be

hired and even if they are superwomen, further hiring and promotions are geared toward males. The defense of such practices range from the restroom myth to the nature of the conversation of the boys while working. On the other hand, few employers would run the risk of being so innovative as to hire a male in a traditional female position. The factory nurse or school nurse just has to be female. Labor unions, the boys club, have been most successful in protecting jobs and job opportunities for white males. Their paternalistic support of the male ego has made it impossible, in some instances, for females to enter into some technical fields. The "Medieval Guild" complex is perpetuated in some labor organizations.

Educational institutions have helped to keep females and males in their career "places". The role models provided by the school provide excellent examples of segregated employment opportunities. How many females teach the "shop" classes? How many of you, technical educators, have female peers in your institutions? I do not mean the home economics and business areas.

One of the greatest areas of change needed in educational institutions is the attitude of counselors and teachers. What the role models in the schools fail to communicate, the counselors and many of the teachers successfully demonstrate. Some teachers refuse to accept females in their classes and too many counselors show nice young women why they should into fields other than the technical fields. Even if a male gets around all of this and has a future job in a dentist office as a hygienist, his chances of being admitted in one of the dental related technologies are very slim.

Then there is the attitude of the family--dolls for the girls and trucks for boys. Parental attitudes seldom support the breaking of occupational traditions. Family expectations begin to shape the child's future career interest during the childhood. Nice jobs for girls are not the same as good jobs for boys. In fact, the seeds of sexism are planted by the family before the child enters school. In a recent study of Vocational Education students, it was found that Voc-Ed students tend to have poorer self-images and more negative attitudes toward academic learning than other students. The analysis showed that influences other than school contributed to this.

This is just a brief summary of sexism as it has impacted career choices and employment opportunities. Today the view is changing slowly but the ferment is present and is supported by government, female organizations and new attitudinal perspectives. There is a move to tap the resource potential of females for technical jobs. There is a gradual destruction of old myths and some of the unique elements of being female are being recognized as sources of value in technical fields. The problem now is how to recruit females for entry into the non-traditional fields and also males.

May I suggest:

1. All efforts must be made to make employers aware of the female potentials, for it is more devastating to train a person for a non-existent job than to not train her at all. There are organizations of women and governmental requirements which are attempting to develop employer-awareness. Many educational institutions have prepared outreach programs and workshops to help potential employers to understand that females in work force are not a threat to the male ego. Unfortunately, the school as an employer must clean up its own act and provide adequate role models for both males and females.
2. Communication media must be used to assist in changing attitudes. Television, the most powerful of all media, must focus on the unisex role and not upon the exploitation of sex differences. Textbooks are full of sexist references and such textbooks must be either revised or supplementary materials must be developed to show the female's point of view.
   School catalogs and brochures must also reflect the changing sex perspective.
3. Counselors should participate in inservice training activities which are designed to help them overcome their sexist views.
4. Teachers who exhibit sex bias must also be provided inservice training to help them overcome sexism. Where attitudinal changes are impossible, it may mean that job change is imminent.
5. Role models must be provided and active recruitment of students or employees by these role models should be carried out.
6. In schools where technical programs have limited enrollments, admission requirements should not reflect sex bias. Special care should be taken so that potential students are aware that sex is not a factor in the entry process.
7. There must be a continuous dialog between employers, training institutions and the community at large so that support for the efforts of each segment to rid itself of sexism is assured.

Johnnie Ruth Clarke
Associate Dean
St. Petersburgh Junior College
St. Petersburgh, FL 33730

PROFESSIONAL SHORTHAND TEACHER'S CORNER

John C. Roman

What can you as a business teacher do to reinforce the positive image of today's secretary as a professional member of the management team? Not long ago social prestige was attached to the private or executive secretarial position. As a result of equal employment opportunity legislation, other careers have become accessible to women, and the prestige of secretarial work has been on the decline. Consequently, secretarial positions are among the hardest to fill in the job market in almost all cities.

The real image of today's secretary and tomorrow's administrative assistant should be a more positive one. Students at all levels should be made aware that the secretarial positions of today have changed and those of tomorrow will continue to change from the stereotype of yesteryear.

Secretarial positions are indeed bona fide management trainee positions for middle management. Through company inservice programs and reimbursed college course work, companies are encouraging secretaries to prepare themselves for managerial positions.

Your message to prospective secretaries (male or female) needs to be positive and encouraging. While feminist movements tend to foster a negative image of the secretarial position, the student should be aware that there is currently a shortage of well-trained secretarial employees and that by 1985 that shortage will represent about three million positions.

Although the secretarial position is a changing one, many of the basic skills are fundamental to the beginner's job as a stenographer or communication spe-

cialist. These basic skills needed by today's secretary and tomorrow's administrative assistant are:

Communication Skills--Ability to read and comprehend clearly and precisely. Ability to speak and write in two-way communication situations. Ability to compose messages for written communications.

Human Relations Skills--Ability to work with people in both a leadership and a subordinate capacity. Ability to change work habits/methods.

Support Tools--Ability to understand data processing and computer concepts. Ability to understand the role of word processing in increasing productivity and cutting costs in handling paper work. Ability to transcribe from handwritten copy, from shorthand notes, or from recorded media. Ability to use mathematical skills for business transactions. Ability to use economic information both as a consumer and as a part of business operations.

Another concept that the career counsellor or business teacher should address is that in almost all cases the student will enter the job market through a job-entry level position. That position will probably be called: typist, clerk-typist, or stenographer. The students should understand that by further developing their basic skills and by increasing their "abilities," they will advance rapidly to the positions of secretary, administrative aide, or executive assistant.

Business teachers can definitely help students plan for business careers in the secretarial cluster. "I am only a secretary"--should and must be changed to "I'm proud to be a secretary and a part of the management team."

John C. Roman, Director
Special Projects
South-Western Publishing Co.
Cincinnati, OH 45221

REACTION

The JOURNAL encourages letters and articles of reaction to its content, its policies, and to the OATYC and its activities. The following responses comment on the JOURNAL, generally and specifically.

Letters:

C. Wayne Jones

. . . So many times, as you know, we do tasks without ever hearing from our constituents as to whether they were pleased, displeased, or indifferent to it. Let me take this opportunity to personally congratulate OATYC's efforts in producing the excellent Journals of 1977-78. The articles which were selected to be printed and the entire emphasis of the JOURNAL makes it one of those special publications that we find time to read even with our very busy schedules. . .

C. Wayne Jones
Director of Technical and
Adult Education
Southern State College
Wilmington, OH 45177

Dick Shiels

Again, I thank the OATYC for distributing the JOURNAL. Obviously, parts of it are of interest to members of the organization only, and some articles of more interest to technical colleges than to university faculty. However, issues such as "faculty development" are dear to us all! At least these issues of the JOURNAL which address such vital issues (perhaps they all do) will be appreciated, I think, by OSUN faculty. . .

Dick Shiels
Associate Professor
The Ohio State University
Newark Campus
Newark, OH 43055

Article:

THE OATYC JOURNAL, WINTER, 1978

Congratulations on a very fine Journal. As a new professional resident of Ohio, I want to commend you for the contemporary topics that have been addressed in your winter, 1978, OATYC Journal. I commend the futuristic focus of your journal on faculty development, organizational development, and faculty evaluation.

It can be said without much risk or contradiction that the rapid changes of today have placed particular burdens on the modern professional class. Today's refreshed emphasis on effective teaching, accountability for our teaching, the necessity for an active interest in one's institutional fortunes and the need for academic professionals to stay on top of advances in the field, has grown rapidly.

Faculty need to be knowledgable about a greater diversity of topics today than they did a decade or two ago, especially in those matters that reach beyond their own disciplinary field. Opportunities for new knowledge in these extra disciplinary areas of confidence are not always at the finger tips of the majority of college faculty and administrators. In these times of tight money it is important to know that the necessary updating of one's own competence as a well functioning academic professional lies perfectly within the bounds of journals such as that of the OATYC.

Again, I commend you for your journal. I believe it contributes greatly in helping Ohio faculty become more efficient professionally.

Dean Richard M. Libby
Central Ohio Technical College
University Drive,
Newark, OH 43055

INFORMATION FOR PROSPECTIVE CONTRIBUTORS

The Journal encourages submission of material for any of its sections by faculty, staff, administrators and/or trustees of any of Ohio's community, general and technical, junior, regional and technical campuses. The Journal is particularly receptive to articles of general professional importance in the areas of administration, instruction, and baccalaureate or technical studies for two-year institutions.

There are fifty solicitors of editorial material listed here. Contact your campus solicitor or one nearest you to inquire about submitting a specific manuscript.

Manuscripts must be typed double-spaced and of approximately 1,000-3,000 words in length. All submissions must be accompanied by a stamped self-addressed envelope for return. Art work must be black and white. Photos glossy; tables and drawings on 8½ x 11 paper. The name and address of the contributor should be on the back of all art copy.

Editorial Policy:

The Journal is not responsible for manuscripts or materials lost in mailing nor is it responsible for returning items not accompanied by a stamped, self-addressed envelope.

The Journal reserves the right to edit manuscripts to meet its needs and objectives. Where major revisions are necessary, every effort will be made to clear the changes with the author.

Submission deadline for the next Journal is December 1, 1978.

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OATYC

OHIO ASSOCIATION OF TWO-YEAR COLLEGES

NEEDS YOU!

OATYC provides:

- —Professional Liability Insurance of $300,000.
- —An open forum
- —A vehicle for communication between administrators, faculty and support staff
- —Collective political input into higher education for the State of Ohio
- —A way of significantly influencing the directions of two-year education
- —A newsletter to inform members of the proceedings and activities of the OATYC
- —A journal for consistent exchange of scholarly views and concepts
- —A yearly conference for fellowship, business & learning

PURPOSES:

1. To provide an organization in which all groups related to two-year colleges (administrators, faculty and support staff) can discuss mutual problems and act to resolve them.
2. To foster cooperation and communication between member institutions.
3. To provide a representative voice giving the viewpoint of two-year colleges to the Ohio Board of Regents and the State Legislature.
4. To identify and improve the status, prestige and welfare of all two-year colleges in Ohio.
5. To cooperate with other Ohio agencies, organizations, colleges and universities in research and activities that promote the effectiveness of higher education in Ohio.
6. To promote articulation among the institutions of education in Ohio.
7. To take such action as will increase the contribution of the two-year colleges to the total education processes in the State of Ohio.

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OATYC APPLICATION FOR MEMBERSHIP

OATYC
c/o MARY WHITWER
302 E. Buchtel Ave.
Akron, OH 44325

PLEASE CHECK ONE:

- —Plan A. I am enclosing $10 for regular membership dues for 1978.
- —Plan B. I am enclosing $28 for 1978 dues and classroom liability insurance (3 years) coverage.
- —Plan C. I am enclosing $38 for 1978 dues and classroom and laboratory (risk) liability insurance (3 years) coverage.

Name: _____
(Print) (Last) (First) (Initial)

Two-Year College: _____

Address: _____ Area of Interest _____

City, State, Zip: _____

Preferred Mailing Address: _____

City, State, Zip: _____

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SCHEDULE OF EVENTS
THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES
FALL CONFERENCE (November 3 and 4, 1978)
AT COLUMBUS TECHNICAL INSTITUTE

Friday, November 3

9 - 10 a.m. Registration - Cost, $10, includes lunch and reception

10 - 11 a.m. Business meetings

OATYC: Ohio Association of Two-Year Colleges
GEO: General Education Organization
ATYHCA: Assembly of Two-Year Health Career Administrators

Session I - 11:15 - 12:30 p.m. - Problems of Teaching with Cube

Speakers: Lorita Langdon - Columbus Technical Institute
Ed Martin - Columbus Technical Institute
Jack Tabor - Columbus Technical Institute

Lunch 12:30 - 1:45 p.m. Speaker to be announced

Session II - 2:00 - 2:45 p.m.

Innovative Teaching Techniques and Evaluation Methods for Health Related Services
Speaker: Carol Watkins - Columbus Technical Institute

Simulation Learning Techniques for the Sociology of Community
Speaker: Wilma Parr - Columbus Technical Institute

Computers in the Business Technologies
Speaker: Mark Willett - Central Ohio Technical College

Session III - 3:00 - 3:45 p.m.

Individualized Instruction in Math for Accounting and Computer Programming Students
Speakers: Richard Corner - Owens Technical College
David Waggoner - Owens Technical College

Classroom Activities and Demonstrations for Youth in Behavioral Science
Speaker: Lorry Cology - Owens Technical College

Process of Students Writing Learning Objectives
Speaker: Betty Huffman - Marion Technical College

Session IV - 4:00 - 4:45 p.m.

Teaching Humanities in the Two-Year Colleges
Speaker: Betty Hodgen - Shawnee State Community College

Mini-Workshop: Evaluation of Off-Campus Field Experience
Speaker: Steve Wilson - Columbus Technical Institute

The Editing Method of Teaching English Composition
Speaker: David Johnson - Edison State Community College

5:00 - 6:30 p.m. President's Reception

Saturday, November 4

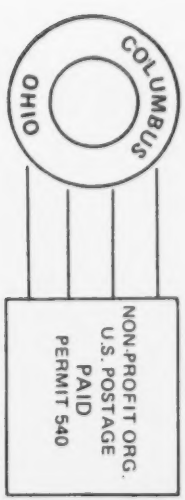
9 - 10 a.m. Business Meeting for Ohio Association of Two-Year Colleges

10:00 - 11:30 a.m. - Teacher Inservice Workshop

Speaker: Nick Persichetti - A visual products representative for the 3-M Corporation

OATYC JOURNAL

Columbus Technical Institute
Box 1609
Columbus, OH 43215



OATYC JOURNAL

VOL. IV NO. 2 WINTER 1979

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Message to the Membership

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The Curriculum Contract: An Individualized Approach to Nursing Education

Measure for Measure: Student Evaluation of Counseling Services at Cuyahoga Community College, Western Campus

Take the Classroom to the Students

PRACTICUM
"Touch Now": Reflections on Teaching with Interactive Television

FORUM
ISSUE: Can Instructional Accountability in Education Be Achieved through the Use of Behavioral Objectives, Proficiency Testing, Etc.?

PLUS ONE
Research on Reading Problems: A Critical View

REACTION
Reaction to Fall 1978 Journal
Reaction to Fall 1978 Conference

Let's Do It Together: Join Us!

THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

JOURNAL

OF THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

Vol. IV No. 2 Winter 1979

The *Journal of The Ohio Association of Two-Year Colleges* is published by the Association to provide the two-year colleges of Ohio with a medium for the sharing of concepts, methods and findings relevant to the two-year college classroom and to provide an open forum for problem discussion and review.

Subscription is part of OATYC active, associate, or institutional membership. However, single copies of the *Journal* are available for $3 each. A yearly subscription is available for $6 to persons or organizations who do not want membership in the OATYC. Postage is prepaid on all orders within the U.S.; $.50 per year is added for Canada, $1 per year for all other foreign countries. Communications regarding orders, special subscriptions, single copies, advertising, and permission to reprint are to be addressed to:

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COMMENT

MESSAGE TO THE MEMBERSHIP

David Miller
OATYC President

One never undertakes such a "message to the membership" without certain feelings of trepidation. Certainly messages of unrestrained optimism are pleasant to share with others, but may often be misleading in their design to stress the positive. Similarly, messages which take a bleak look at the present and approach the future with caution are likely to have a negative rather than a stimulative effect upon the reader. I hope, in the ensuing paragraphs, to be able to strike an appropriate balance between optimism for the present (and some aspects of the future) and some cautionary observations about the status of the OATYC and what I believe must transpire if it is to reach its full potential.

I believe that there are several things about which we may all feel optimistic. For example, our membership, after slipping for several years, is again beginning to increase. Current membership is now approximately 350. This increase is due primarily to the liability insurance which is now available to our members and the steady improvement in the *OATYC JOURNAL*. The *JOURNAL* editors and staff have made every effort to produce a quality publication, and plans are currently underway to expand the *JOURNAL* to three issues per year. The potential for positive change through a quality publication of this type is both a credit and a challenge to the association. That this challenge is being met is partly shown by the widening range of participants from various technologies at the annual fall conference and the broadening spectrum of academic and administrative areas from which articles are submitted for the *JOURNAL*.

Paradoxically, as the scope of participation has been expanding, the quantity of active participants has been declining. In spite of considerable efforts each year to present an attractive and worthwhile conference, the attendance at the conferences has steadily declined. The number of members willing to serve as campus solicitors, as campus representatives, or to take an active interest in the association newsletter has also fallen off.

I believe that the major value of an organization such as the OATYC is that it provides a medium of exchange for ideas, techniques, methodologies and experiences, and, equally important, a forum for debate and discussion of those

issues important to educators in Ohio's two-year colleges. Yet we will not achieve that value if we are primarily an association of passive joiners. I have been told that people are not interested in conferences and dialogue, that most of our colleagues have joined the OATYC for the insurance, or for "credentials." However, my experience with the faculty and administrators of Ohio's two-year colleges does not bear this out. I have found that they are inquisitive, concerned, eloquent, and, yes, often combative. This is the kind of professionals of which our membership is composed, and this is the type of professionals to whom our efforts should be meaningful. But if the OATYC is to continue to enlarge its membership, and if the *OATYC JOURNAL* is to continue to improve and expand, these professionals - You and I - must become active and enthusiastic in the efforts of the association.

David Miller
1979 OATYC President
Assistant to Vice President
In Instruction
The Michael J. Owens
Technical College
Toledo, OH 43699

TEXT

FOCUS: SINCLAIR COMMUNITY COLLEGE -- PLANNING FOR TOMORROW

Jack Morton

A long held JOURNAL tradition has been to feature in each issue an Ohio two-year college campus. This issue takes you to visit the nationally acclaimed Sinclair Community College, who has the much longer tradition – a tradition of community planning, service, and growth.

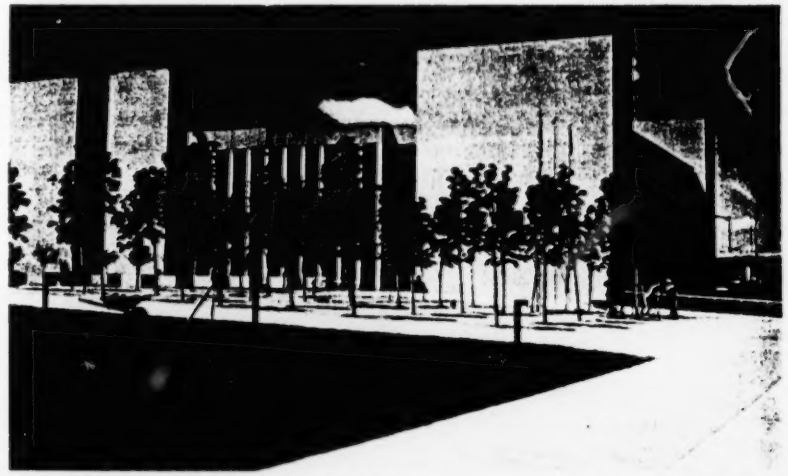
What is now Sinclair Community College began in 1887 with David Sinclair's request that one room of the Dayton YMCA be set aside for the teaching of arithmetic and drawing. David Sinclair's proposal for such an evening school had been turned down several times previously despite great community educational need (only three per cent of the male population completed high school and one per cent went to college).

To determine the needs of prospective employers, David Sinclair visited representatives of Dayton area industry to explain the educational needs of employees. Through his efforts, the program offered by the YMCA college increased to 40 classes serving 800 persons and led to the erection of new YMCA buildings in 1903 and 1913, and by 1929 spurred the development of five schools on the third floor of the YMCA building.

The spirit of this pioneer's efforts has not been lost. In 1965, the Sinclair Board of Trustees ascertained the need for a community college and turned over the assets of the college to the county commissions to create the Montgomery County Community College District. Early in 1966, the official plan was approved by the Ohio Board of Regents and the college chartered. In May 1966, the voters of Montgomery County approved the establishment of the community college district and a one mill levy for ten years to support it. This levy was subsequently renewed for 15 years in 1975, by a 2 to 1 favorable margin.

The growth of Sinclair Community College from 2,500 students in 1966, to 14,085 in Fall 1978, attests to the need for two year programs in the Dayton-Montgomery County area and is the result of the cooperative efforts between the faculty, staff, students, and the community. There is a continuing interchange of ideas with nearly 400 leaders from industry, business, the arts, professionals, and education who serve on Sinclair Advisory Committees.

Sinclair, along with fifteen other area colleges and universities, is a member of the Dayton-Miami Valley Consortium. The Consortium was established to promote community service and inter-institutional cooperation in order to achieve the educational advancement, research, development, and administrative efficiency of the members.



SINCLAIR COMMUNITY COLLEGE as it appears on its downtown Dayton landscape.

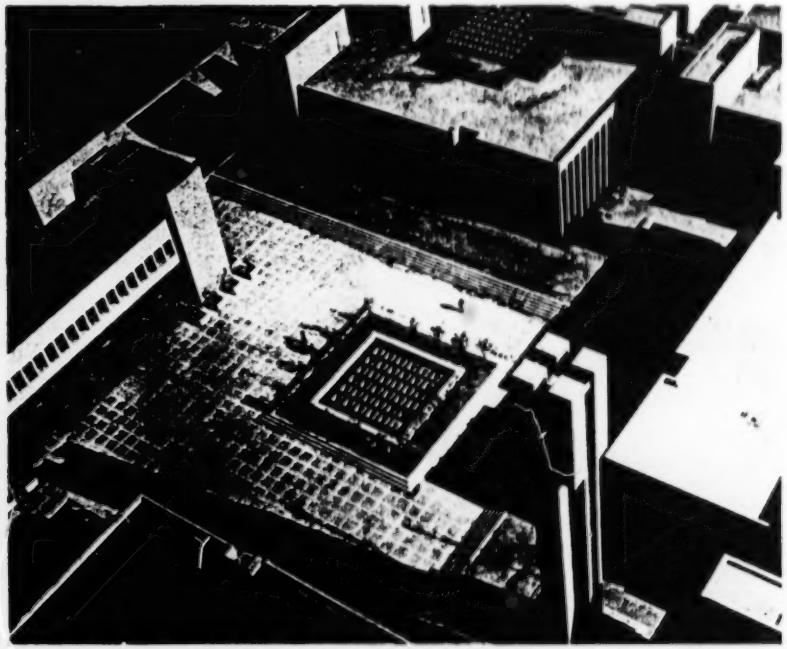
The community has easy access to the Sinclair campus which is conveniently located in downtown Dayton adjacent to I-75 at the Third Street exit. Located on a 27.7 acre site, it is easily accessible by both public and private transportation.

Designed by Edward Durrell Stone, who was the architect for the Kennedy Performing Arts Center, there are over 1,000,000 square feet in this complex. There are six academic buildings, a college center, and a ph cal activities center around a 1.75 acre plaza which is over the below ground learning resources center. Each of the buildings are connected so that all can be reached without going outside.

The academic buildings include sixty classrooms, forty training labs, and 220 faculty and administrative offices. The college center includes food services,

BEST COPY AVAILABLE

book store, lounges, ball room, alumni room, and private meeting rooms. Blair Hall Theater, a focal point for community cultural events, seats 484 persons. The Learning Resources Center has a balanced collection of both print and non-print materials including over 60,000 books.



SINCLAIR PLAZA provides a 1.75-acre learning resource center; bubbles light the 40' x 40' garden.

The Physical Activities Center, opened in Fall 1975, contains a field house with a 1/9 mile running track, indoor tennis courts, badminton courts and a netting system for golf, archery, baseball, and softball. Also included in the center is a 6-lane pool and diving well, weight room, wrestling room, gymnastics room, handball courts, bowling lanes, saunas, and a gymnasium seating 1,500 persons.

Adjacent to the campus is a Public Services Building housing the Early Childhood Education and Law-Enforcement and Corrections Programs. The ECE Center offers students the opportunity to participate in and observe the operating Day Care Center.

The Sinclair Automotive Laboratory providing classrooms with an adjacent 10-bay laboratory also provides modern automotive testing equipment for valuable "hands on" experience.

Teaching continues to be the first priority of the faculty and administrators of Sinclair Community College. As an open door community college, Sinclair is committed to the concept that human resources are the greatest asset of any community. To implement this commitment, the following objectives have been established.

--To provide general education courses and experiences needed by all students for their occupational advancement and personal and civic enrichment;
--To provide career programs to prepare the student for gainful employment, and to aid those already employed in upgrading their skills in keeping with new developments in their fields;
--To provide academic courses equivalent to the first two years of a baccalaureate program;
--To provide an environment which reflects an understanding and appreciation of cultural, aesthetic, and human values;
--To provide effective student advisement and counseling services relating to student potential, including a development program designed to strengthen and improve needed learning skills;
--To provide programs of continuing adult education to meet specialized needs for career advancement and avocational interests and to aid cultural and social development in the community;
--To provide learning opportunities for citizens at a modest cost.

The College has six academic divisions: Allied Health, Business, Fine and Performing Arts, General Studies, Public Services, and Engineering and Industrial Technologies. Sinclair is fully accredited by the North Central Association which was continued this year for an additional ten years.

Sinclair has developed several programs to meet the needs of area residents. A cooperative education program, started in 1954, was one of the first nationally in any two year college. A college without walls and an experienced based education program serve hundreds of students.

Project Assert is Sinclair's effort, in cooperation with Ohio State University, to enlist the support of retired technicians to share their expertise with students through help in the classrooms and labs.

Project Focus is a Sinclair program to encourage women to develop their skills and discover new ones through an opportunity for career counseling and participation in special courses.

Project Life Line brings together the talents of the Sinclair academic area, and counseling, and student services to provide presently enrolled students with additional information to assist them in meeting their personal educational goals.

With over 50% of the faculty teaching on a part-time basis, additional efforts are being made to maintain a high level of teaching quality. Under a new mentor program, a full-time faculty member takes the responsibility for helping several part-time faculty members in the same department. Although just beginning this fall, the response has been enthusiastic with 22 full-time faculty presently involved.

There are over 6,000 Sinclair graduates who are members of the Sinclair Alumni Association. Organized to serve needs of the college not possible from traditional funding, Sinclair alumni have given the college a carillón for the tower, score boards for the gym, furnishings for the alumni room, in addition to scholarship and short-term loan help for hundreds of students. Sinclair alumni also sponsor events such as an annual Breakfast with Santa, Dinner/Theater, baseball trips, and varied cultural performances.

The Sinclair Foundation is organized to provide a way for area businesses, industries, and other Foundations to demonstrate their financial support for the College. The Foundation funds the Sinclair-Ohio Fellows program which provides special learning opportunities for outstanding students.

All of the Sinclair efforts are directed toward providing each area resident the opportunity to obtain quality education to meet his personal objectives. The 14,085 students represent a wide range of backgrounds. The average age of a Sinclair student is 28 years. Over 50% of those enrolled are women.

The future looks even more excelling as new educational needs are met. Early in 1979, ground will be broken for an addition to the present campus to provide more facilities for technical labs, graphics arts, and career counseling services. After 90 plus years of service to Dayton and Montgomery County, the College continues to heed the advice of David Sinclair to "find the need and endeavor to meet it."

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THE CURRICULUM CONTRACT: AN INDIVIDUALIZED APPROACH TO NURSING EDUCATION

Francine Hekelman and Louise Bierer

General dissatisfaction with pedagogical processes, the media and conventional forms of educational methodology as well as concern with accountability has forced us to look at instructional techniques.

The curriculum reform movement, computer-assisted instruction and concern for the disadvantaged student has helped us recognize that not all students are equally effective problem-solvers. Differences are demonstrated in styles of conceptualization, intelligence levels, intellectual maturity and a host of unanalyzable factors. This article seeks to examine the curriculum contract as an instructional technique in nursing education. Combs *(INDIVIDUAL BEHAVIOR*, 1972, p. 59) writes:

> The world we live in demands self-starting, self-directing citizens capable of independent action. The world is changing so fast we cannot hope to teach each person what he will need to know in twenty years. Our only hope to meet the demands of the future is the production of intelligent, independent people.

Combs' statement indicates that individualized learning is the vehicle toward developing self-respecting, self-directing autonomous individuals. Individualized instruction consists of individual objectives, individual pacing and independent learning activities.

The nursing educator who accepts the curriculum contract as a method of individualizing the teaching-learning process believes in the premise that the individual student's response is to learn and the instructor's responsibility is to make available that which is to be learned.

The utilization of the curriculum contract helps to identify the eight curriculum elements in the form of learning activity packages. The eight curriculum

elements identified by Kapfer *(BEHAVIORAL OBJECTIVES IN CURRICULUM DEVELOPMENT*, 1971, p. 113) include:

1. Concepts which organize the world of objects, events, processes, structures or qualities into a smaller number of categories.
2. Instructional objectives
3. Multi-diversional learning materials
4. Diversified learning activities
5. Pre-evaluation to assess the extent to which the pupil has already achieved the instructional objectives.
6. Self-evaluation
7. Post-evaluation designed to assess the extent to which the pupil has achieved the instructional objectives as a result of learning experiences.
8. Questions which include problem confrontation, research and evaluation.

Eighty second-year nursing students from a suburban community college were selected to participate in an instructional process which employed the curriculum contract as a way in which learners could engage in planning and participating in individualized learning activities in medical-surgical nursing.

On the first day of class, the nursing instructor met with the students and defined the learning contract as a collection of activities related to course objectives and individual objectives. Each student would select activities that collectively formed an instructional program tailored to meet his or her needs.

The student had to meet with the instructor on an individual basis and write his or her goals in relation to the course in medical-surgical nursing. Nursing concepts such as stress-adaptation as well as behavorial objectives for each learning activity package were reviewed with the student. Multi-diversional learning materials and activities that would assist students in relating course materials included:

1. Programmed units
2. Filmloops
3. Bulletin boards
4. Transparencies
5. Annotated bibliographies
6. Case studies
7. Active learning groups
8. Patient presentations
9. Projects dealing with nursing research
10. Videotapes
11. Book reviews
12. Field trips to health agencies
13. In-hospital continuing education program
14. Student diaries or anecdotal records
15. Clinical assignments
16. Clinical evaluation at fifth and tenth week.

The learning contract was reviewed with the student a minimum of three times during the ten-week period to give the student an opportunity to review and if necessary, revise the contract.

Pre-evaluation to assess the extent to which the student had achieved the behavorial objectives as a result of past learning experiences consisted of goals as defined by the student, pre-testing content, past performance levels and feelings

that the student may have expressed concerning priorities related to work, familial responsibilities, marital status and motivation.

Self-evaluation tools included student goals, diaries and evaluations of clinical experiences, and student-instructor conferences related to theoretical and clinical progress.

Tests, individual projects, clincial assessment records, active learning groups, and course evaluation helped in assessing the extent to which the student had achieved the contracted grade. Grades were written as acceptable or unacceptable. If the grade was unacceptable, the student was permitted to redo the paper.

Mager in his book *PREPARING INSTRUCTIONAL OBJECTIVES* (1962) states three basic questions:

1. What is it that we must teach?
2. How will we know when we have taught it?
3. What materials and procedures will work best to teach what we wish to teach?

A well-written curriculum contract provides the answer to these three basic questions. If the nurse-educator can determine all the skills to be learned and behavioral objectives can be identified, the first question may be answered. The behavioral objectives state what is being taught in concise language that is understandable to the instructor and the student. It demonstrates the relationship between the cognitive and the affective goals and identifies procedures which facilitate the learning process. The criteria of acceptable performance tells what the student will be doing to indicate that she has learned what she was taught. The steps to the objective provide a variety of additional activities where the student may find information to help her meet the objective.

When a prescribed curriculum is used as a base for learning, the nurse-educator may design a curriculum contract, but individualize behavioral objectives, learning activities, clinical performance skills, and interactions between the student and instructor. Contracting in medical-surgical nursing provides the student with:

1. A specific list of activities she must learn
2. A method which demonstrates the student has mastered the assignment to be learned
3. A list of media learning resources
4. A choice of ways in which the student may share what she has learned with others (peers, instructors, patients and members of the health team).

Nursing educators in administrative positions need to recognize that contracting requires a higher instructor/student ratio in the clinical and theoretical areas. Provisions for tutorial services and testing centers need to be established in order to allow for individual pacing. Release time needs to be provided for faculty members contracting with students. Workshops should be conducted to educate faculty members in the philosophy and methodologies of individualized instruction techniques. Nursing faculty might benefit from continuing education programs dealing with counseling techniques.

Suggestion for further implementation of curriculum contracts might be in the employment of nurses whereby objectives, evaluations, nursing activities and salary could be individualized.

In summary, the curriculum contract allows the teacher to integrate the two modes of experience first described by Apollo and Dionysus in order to attain a balance between the industrialization of education which is translated in terms of behavioral objectives and educational methodologies with the humanistic approach which reflects values, sensitivity and social action in order to attain balance and produce a truly educated individual.

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MEASURE FOR MEASURE: STUDENT EVALUATION OF COUNSELING SERVICES AT CUYAHOGA COMMUNITY COLLEGE, WESTERN CAMPUS

Nancy Dowding

Student evaluation has come to Cuyahoga Community College's Western Campus in the Counseling Department. This should be no surprise to anyone seriously involved in academe. Accountability is a factor to be dealt with these days, and in a responsible manner. Perhaps it is so evident now as a positive spin-off from the tempestuous and trying times of the '60's when educators learned--often the hard way--that something more than mere tradition was demanded by students.

That vitalizing impact may also be combining with the practical necessities of the decade of the '70's where the pressures of decreasing student populations, financial realities and limitations, and demands for openness in all segments of public life bring persistent pressures to bear for measuring effectiveness of services. Increasingly, too, the need for usable job skills, heightened by the high rate of unemployment in the workaday world surrounding our colleges, reinforces the students' expectations for quality education, and that surely includes creditable counseling services.

It is important to recognize that in the process of evaluation, there are many compoments to be considered, and there is no clear evidence at this time that general agreement might be achieved as to all those elements and their relative significance. It might, however, be agreed that student evaluation of the services provided to them should be included in some manner in the total process.

It is recognized in the study of human personality that there may be an element of implied threat in taking anyone's measure. However, regardless of stress, evaluation does go on, whether formally or informally, and it takes place on all levels--for an individual, for a group, and for an institution.

At Cuyahoga Community College's Western Campus, one need look no further than the Counseling Department's Position Paper, revised in January 1977, for a formal statement under Goal III: "Providing for our counseling staff ongoing and relevant opportunities for in-service training and professional growth," the objective "to increase professional competencies through an organized program of staff development." One function detailed here is as follows:

1.-6 To conduct an in-house evaluation of an individual counselor competencies. "Counseling Department's Position Paper, 1977"

This is in harmony with district-wide activities, as evidenced by a recent in-house publication from Cuyahoga Community College Chancellor Dr. Nolen Ellison's office which suggests the trend toward evaluation:

> The College plans to demonstrate its concern for quality education by committing human and financial resources to an ongoing system of program evaluation which will measure performance outcomes against mutually agreed-to predetermined goals and objectives . . . *(FOR YOUR INFORMATION,* 1978)

With these clear-cut directives, it was incumbent upon the Department to proceed with a formal program of evaluation.

Beyond the formal and official reasons for evaluation, however, there emerges one which supersedes all others; namely, the benefit to each individual counselor through the opportunities for self-development such valid measurement may bring. The professional counselor takes very seriously the obligation to serve students in the best possible manner and the prospect of authentic feedback from students is a welcome experience.

An evaluation form was developed for this specific project and was circulated among the counselors by Director John J. McNulty prior to general distribution to students. Suggestions for revisions by the counselors were incorporated in the instrument. Such involvement of the total staff is to be commended and encouraged.

During the summer and fall quarters of 1977, this assessment of counseling services was distributed by the receptionists to each student who had a scheduled appointment with a counselor. The students were asked to respond to eleven items, eight of which were based on the experience they had just had with the counselor, one of which dealt with the availability of counseling services, and two of which dealt with services in the reception area. The items as they appeared on the evaluation form are listed in Table I, Summary of Student Assessment of Counseling Services.

Throughout the period of time covered by the survey a total of 1,401 responses were received by the Counseling Department and were used in the final tally for this report. There was some slight variation in the number of responses among the eleven items, but not to any significant degree for reporting purposes. The students' ratings for each counselor were tallied separately, and these totals were then combined. It is this composite study for the entire Department which is reported here in the Summary of Student Assessment of Counseling Services.

In the first column, the total number of responses for the entire staff is listed for each item. Then the percentage is given for each of the three categories: "More than Satisfactory," "Satisfactory," and "Less than Satisfactory." (Hereafter, these categories shall be identified by the letters "MtS," "S," and "LtS.") Even a cursory look reveals that for every item measured in the report there was a combined score of 99 per cent or more reporting "MtS" and "S." This lends support to the position that one need not fear a fair examination of performance if the ongoing system of services is sound.

Naturally, the Department hoped for a favorable response to such an assessment of its services, and it came as a real satisfaction to have the results reflected in this reassuring fashion (see table, next page).

TABLE: SUMMARY OF STUDENT ASSESSMENT OF COUNSELING SERVICES CUYAHOGA COMMUNITY COLLEGE – WESTERN CAMPUS

	Total Responses	More than Satisfactory (MtS)	Satisfactory (S)	Less than Satisfactory (LtS)
1. The promptness of the counselor to see me at the appointed time was	1,396	79.5%	20%	.5%
2. The completeness of the answers to my questions provided by the counselor was	1,401	83.5%	16%	.5%
3. The way the counselor listened and talked to me about my concerns was	1,398	87%	12.5%	.5%
4. The attention provided me by the counselor was	1,397	87.3%	12.5%	.2%
5. The increased understanding/awareness I gained as a result of this meeting was	1,397	71.3%	28%	.7%
6. The sensitivity of the counselor to my needs and problems was	1,391	76.3%	23.3%	.4%
7. My desire to see the same counselor in the future is	1,392	83%	16.1%	.9%
8. My total over-all reaction to this counseling experience was	1,398	75%	24.5%	.5%
9. The availability of counseling when I needed the service was	1,391	73%	26%	1%
ASSESSMENT OF RECEPTIONIST:				
10. My greeting by the receptionist in the Counseling Center was	1,392	77%	22.8%	.2%
11. The receptionist's arrangement of this appointment was	1,397	77.8%	21.5%	.7%

It might be noted that questionnaires were distributed for appointments with part-time counselors who serve in the Department as a means of checking on this aspect of the program as well. Here, again, it was found that the results were in harmony with the evaluations of the full-time counselors.

Even though the "Less than Satisfactory" column represented just one per cent or less for any aspect of the services included in the survey, careful scrutiny was made of each item, with the intention of strengthening the Counseling Department in every possible way.

The percentage range of scores for each item and the percentages for each counselor were calculated and profiled. A folder was prepared for each individual counselor and was presented to the person for review in a private conference with the Director. This afforded an opportunity to review item-by-item the performance ratings given by the students served.

Conferences structured for all personnel proved to be especially useful in dealing with the non-tenured members of the staff. Where evaluations are of critical significance in properly measuring performance as a basis of determining continued employment, the instrument which was used in this survey doubled as a component for that purpose as well.

Extended use was achieved by the Director, carrying forward the Departmental summaries to his administrative colleagues, the Dean of Student Services and the Campus President. The Counseling Department counterparts at the Eastern and Metropolitan Campuses of the District were sent copies. The academic department heads and their Deans were also provided with this information. Undoubtedly, as talk of evaluation is heard increasingly in every area of the College, it is timely to have this evidence of an encouraging nature at hand.

So, student evaluation has come to Cuyahoga Community College's Western Campus in the Counseling Department. And it has come in a positive and non-threatening manner. It has already provided the Department with many insights and much useful information for the individual counselor's growth and development, for the good of the Department's staffing and direction, and for the good of the administration of the campus generally.

But the greatest good is yet to be noted. The ultimate reason for every dedicated member of the faculty, staff and administration to be concerned with evaluation and with the assurance of overall quality of services comes before us each day in the person of the student. Every student at a comprehensive community college has a valid expectation that the program he or she may take for any of the myriad reasons that attract them to the campus will be of the soundest quality and of the highest merit. It is hoped that the ongoing evaluation of counseling services at Cuyahoga Community College's Western Campus helps to guarantee that excellence, and that measure for measure the student receives the finest efforts we can give.

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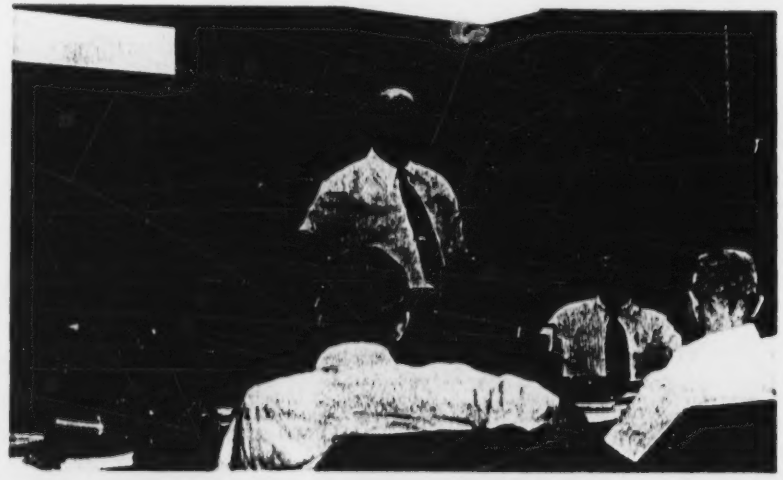
TAKE THE CLASSROOM TO THE STUDENTS

David McKelvey

There is an increasing awareness among educators that nothing is unique about "four walls, 30 chairs, a blackboard, and a teacher." The real ingredients for learning are quality instruction, motivated students, suitable study materials, and an environment which will permit the learning process to take place.

The bulk of studies will continue in their usual campus format. Off-campus education, however, is an area with great growth potential that is starting to be recognized. *The Cleveland Plain Dealer,* February 26, 1978, reports on a meeting of the Chancellor of the Ohio Board of Regents with administrators and trustees of state-supported schools in the area. Referring to the Chancellor's comments on what business leaders want from state colleges and universities, the article says, "They (business leaders) are also interested in having colleges and universities offer in-plant training for employees." Therefore, faculty and administrators should be searching for opportunities to serve employee groups where there is sufficient interest to have campus classes brought on site.

Lakeland Community College has recognized the need to be responsive to industry and has regularly taught classes off campus since 1968. Technical education has been the dominant thrust of these off-campus classes, although requests are growing for general education courses also. Our offerings of credit-granting courses have included management, psychology, safety, speech, industrial studies, law, supervision, accounting, salesmanship, and introductory courses in business, economics, data processing, English, and mathematics.



TED KUMLER, CSP, instructs an Industrial Safety Class at Fasson.

BEST COPY AVAILABLE

In the area of non-credit instruction, some tailor-made instruction has been provided in:

MBO (management by objectives)	Engineering Materials	Physics
Technical Writing	Circuit Analysis	Strength of Materials
Hydraulics	Mathematics	Manufacturing Methods
Electricity	Electronics	Quality Control
Supervision	Metallurgy	

Delivery of off-campus instruction has been in response to requests from industry. Word spreads from one firm to another, and a good experience in one sector tends to breed further success. With a record of competent instruction and a campus administration that is flexible to some variations in methods of registering students, classes can be arranged to suit unique needs. The variety of courses taught off campus has reflected the following needs:

1. Changing computer technology which dictates an updating of personnel in programming language
2. A recognition of the need to correct in-house problems by having instruction from the outside. College faculty bring few preconceived value judgments to a classroom of people who might be hard pressed to express themselves freely to an instructor from the company's management structure.
3. The need to start people on a path of studies that will produce the level of skill enabling them to carry added responsibilities
4. A desire to provide a meaningful fringe benefit for employees
5. An effort to educate employees for compliance with new legislation

Close liaison between a company and the college is necessary. Following an initial inquiry from industry, a personal visit by a college representative gives each party a more complete view of what is wanted and how it can be accomplished. In our case, the Director of the instructional division that will provide the course makes the initial visit. A desirable next step is to arrange a follow-up meeting with the Director, the contact person at the company, and the faculty member who will teach the class. Discussion in this meeting focuses on course objectives, teaching methods, evaluation techniques, availability of audiovisual equipment, and registration procedures. From this point, the faculty member arranges whatever further meetings may be necessary before a course begins.

A courtesy much appreciated by instructors is a plant tour. Familiarity with physical facilities, the product or service, and working conditions within the plant are important background information for the instructor. If it is necessary to secure special parking permits or have a photograph taken for an I.D. badge, these details can be completed prior to the start of the course.

Taking instruction off campus to industry involves some procedures and processes that differ from the normal stream of on-campus activities. Company offices need help in processing additional forms for students. Despite some surface inconveniences, real benefits accrue to the students and the instructor, and it is this interaction of people that enriches the learning process.

One employer points toward an increasing need for schools to cooperate in taking the classroom to the students as equal opportunity becomes more fully implemented and more teaching is needed to place people into non-traditional fields.

The Manager of Personnel Services at a Euclid facility emphasizes that the wide range of programs and courses offered by the community college provides an excellent supplement for the employee who needs selected courses to enhance his present job position. The student can undertake new programs to prepare for future jobs or positions.

Pointing to other industrial needs, a former Personnel and Public Affairs Manager explained, "We are a highly technical business requiring lots of skills and disciplines." His company, with more than 2,000 employees, has what he calls "ad hoc needs," the kinds of training needed immediately in a new or refresher area when a new product line is introduced. Lakeland provided, for example, courses in mathematics, hydraulics, and electricity.

There is much to be said for the non-traditional efforts inherent in providing college instruction at a site other than the campus. Students have convenient access to learning opportunities. Faculty gain further insight into the industrial scene. The company benefits from better employees, and the college benefits from a stronger faculty and an added dimension of service to the community. Our experience in Northeastern Ohio has been most favorable, and we recommend to other colleges they seek new ways of taking their classrooms to the students.

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PRACTICUM

This narrative reviews the struggles of the Columbus Technical Institute's first interactive television experimenter, Ed Martin. Since Ed's success, CTI has completed three such courses and has plans for others, even a write-up in the NEW YORK TIMES.

"TOUCH NOW": REFLECTIONS ON TEACHING WITH INTERACTIVE TELEVISION

Edward J. Martin

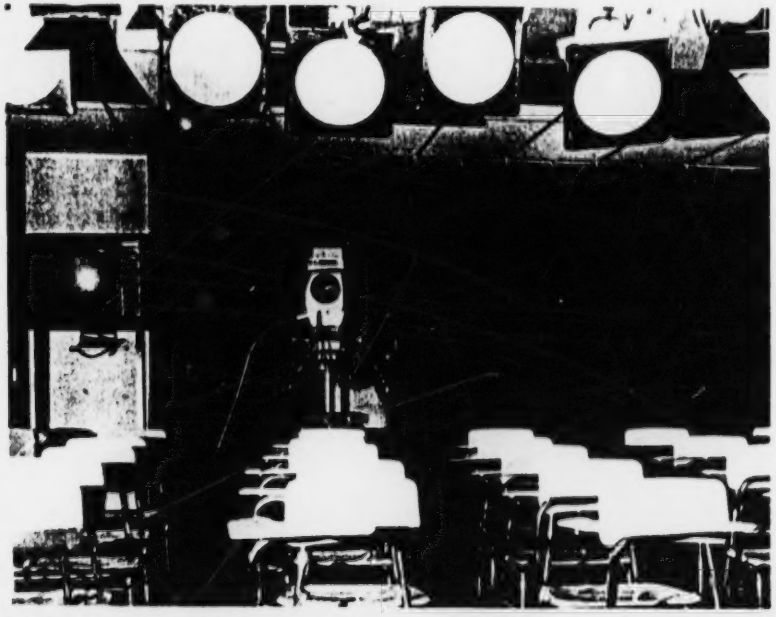
"Thirty seconds to air time," yelled the cameraman. Fear and anxiety suddenly punched me in the stomach. I knew I was about to be sick as I faced what surely seemed to be the longest hour of my life.

It was 7 o'clock p.m. on Monday, January 9, 1978. The place was Studio B of Warner Qube, the newest cable television station in Columbus, Ohio. The only cable station in town to offer live programming, Warner Qube had been operating for just a few weeks. Yet, it had already attracted national attention.

Why all the interest? Warner had chosen Columbus as the market site to test the latest innovation in cable technology--interactive television. For the first time TV viewers could use a console attached to their sets to interact with a television station just by touching a button. Thus, viewers were suddenly able to

rate products on consumer shows, judge the opinions of candidates seeking political office and even name the playing strategy that coaches should use in local football games.

So what was I, an English teacher who's often been frustrated trying to balance his checkbook with a simple adding machine, doing in a television studio filled with sophisticated electronic equipment? The answer is quite simple. Warner had made air time available for local colleges to televise courses. My school, Columbus Technical Institute, was willing to participate in this "college-



LIGHTS AND CAMERA face Instructor Ed Martin during his interactive television classes held in the special TV classroom in Studio B, Warner Qube, newest cable television station in Columbus.

at-home" venture. And when the instructors were given the chance to teach on television, I volunteered and was allowed to teach beginning composition.

The course sessions aired twice a week for the 10 weeks of Winter Quarter 1978. It is impossible here to give a full account of what happened during all the sessions. So this report will focus mainly on the first one.

On January 9, 1977, I found myself in front of the cameras.

What was the first time like? In one word, "horrible." About an hour before air time, Gerry Jordan, our educational consultant from Warner's New York office, had taken me aside for coffee and consolation. But nothing helped very much. On camera I was impossibly nervous and frozen to my script. I had written it and had read it several times to myself out loud. Yet I could hardly look up even when talking about myself, my educational past, and my experience teaching at Columbus Tech. I had to read even that material as if I had never seen it before in my life.

I could hardly look into the camera lens. And even when I had the courage to look up, I simply wasn't conscious enough to follow the red signal light from camera to camera. Occasionally I saw the cameramen. I was sure they thought I'd faint and they'd have to carry me off the set. When the first session was over, the floor crew were politely quiet--too discreet to snicker or utter what they were probably thinking.

Looking back, I can see so many factors contributing to this initial nervousness and abominable performance. Foremost among these was my lack of experience with the medium.

Although I had taught composition for five years, the medium made this course almost a totally new experience for me. A first generation television addict in a home that occasionally had as many as five televisions, I readily attribute part of my early education to television. Admittedly, I have not always been the most discriminating viewer--having sat through more hours of sit-coms, soap operas, quiz shows, and beauty pageants than I care to admit. In fact, it was only in college that I became more selective about watching. In addition, like many other viewers, I had never become a really critical consumer of television. I assume that productions were rather complex undertakings but really knew nothing about the techniques of lighting and camera angles for creating images and illusions on the screen. My experiences have made me appreciate the number of different shots and sophisticated superimposition tricks possible in just a thirty-second commercial.

Before that first session, I had been in a professional television studio only a couple of times and had had no experience on camera.

Even on the first day, rehearsal time was minimal. My director and I had been at Warner all afternoon, but most of the time had been spent on technical matters. It wasn't until about 6 o'clock that I had my first chance to practice before the cameras. And the product showed it. If I had had some acting or performing experience, I may have been more self-confident and at ease.

There is a lesson to be learned from my experience. Many teachers work in the classroom for years but never study their "stage presence." They are perhaps minimally aware of how they come across. Of course, it probably doesn't matter much what their teaching style is like--clown or cosmopolitan--as long as they are effective. However, many teachers may not be aware of relatively minor problems that might be easily corrected: distracting appearance and clothing, annoying speech habits, or obtrusive body language, for examples. Perhaps seeing themselves on tape and studying their classroom behavior with the help of one trained in the analysis of teaching behavior would help solve some of these problems.

In rather stark constrast to my performance and product are Ron Giles and Susan Goldwater, co-hosts of Warner's talk show "Columbus Alive." Whereas I was inexperienced before the cameras, Ron Giles is a 10-year television veteran and a winner of six regional Emmy awards, and Susan Goldwater has been on talk shows in Los Angeles, Boston, Washington, D.C., New York, and Baltimore. I went into the studio totally cold. But they had had two months of practice in dry run programs before their debut. The difference is apparent. I believe that with time and experience the average teacher could teach on television with some degree of the professional's self-confidence and "cultivated spontaneity."

Another set of factors contributed to my initial discomfort. These were such personal things as my clothing and lack of beard. Wanting to make a good

impression on television, I had bought a new wardrobe for teaching, and at the recommendation of a fellow teacher who's had considerable television experience I had shaved off my beard. During the first session, I already had enough to worry about when suddenly I was conscious of new shoes pinching my feet, or I was distracted by my image in the monitor and was not fully comfortable with what I saw: my chin naked for the first time in years!

There is a lesson in the very triviality of these items; namely, a television teacher must first have rehearsal time to become at home in the studio and in front of the camera. Second, one must be very careful not to do things or wear things that will make him overly self-conscious and distracted. Otherwise, there is a great chance that a teacher's time on camera will be about the teacher himself or about the teacher and his enchantment with the medium. It takes experience and effort to make the time an all-out effort to reach the students through the medium.

Ranked on almost any scale of "excellence" that first session would not rate very high marks. But considered as a "learning by doing exercise" for an instructor, director, and floor crew--none of whom had ever produced an educational program--it had some relatively good results psychologically, instructionally, and technically.

Psychologically I saw what I was going to be up against for the next ten weeks. At first I would have given anything to back out of the program. That being impossible, I realized that somehow I would have to get over the stagefright and the dry mouth. The second session went at least 500% better than the first. I felt it, and I believed the director and floor crew when they told me so. Thus, I had reassurance for going on. So, equipping myself with a few "crutches," including a hidden glass of water, I hobbled on.

Great psychological support also came from the technical crew. Used to having live students in a classroom, I found it hard to teach to a camera lens. But I soon learned that I could look beyond the lens to the cameramen. In the first place, their attention kept me on cue following the cameras. More importantly, their nods of approval and signs of comprehension provided the positive, human response I needed. Very quickly my perspective broadened, and the crew became more than just the cameramen; they took on the traits of the individual people that they were. They were "Rudy" or "Warren" or "Dana" or "Mark," depending on who was assigned to the course on any particular evening.

Pedagogically, the first session unintentionally illustrated teaching by "negative examples." To be sure, much research and preparation went into the first hour. I had defined objectives and had provided material to reach them. I had written and mailed out a course supplement so the students could follow along. I had also worked with an artist to provide graphics that would make the presentation attractive, concrete, and visually interesting.

However, this was supposed to be a Communication Skills course, and I failed to follow some basic principles of communication theory. Specifically, I had not adapted my material for the medium. Of course, this fault was due mainly to my lack of familiarity with the medium. Consider my script, for example. I teach composition, and I know what factors count in making writing "readable"--vocabulary, sentence length, human interest, and concreteness. In general, my script had these qualities, and it was "readable." Indeed that was part of my first error. Until the first session I didn't realize that a fully written script was the wrong instrument for presenting my material. It made me too much of a detached, impersonal reader instead of the involved presenter-commentator needed for an intimate medium like television.

What could be done? The solution could not be to abandon the script for a wholly extemporaneous delivery. The time restrictions of the medium demanded that the course content be planned rather carefully. Also, my director needed a guide to follow me so he could plan camera cues and integrate visual aids. Indeed, the director had originally said that he'd like me to plan the session in five-minute segments. But such tight planning would have required much more time than I had to spend. I couldn't even attempt it. Yet, careful planning was necessary. For example, questions for student response required much effort so they would be clear, reflect course content, and measure student's comprehension. And besides, during the first sessions, I would have been unable to function without written notes. So the answer was this: rather extensive outlines that varied in length from 12 to 24 pages.

My director was always pressing me to work up several outlines ahead, but the task was practically impossible. Ideally the entire course should have been scripted before I ever went in front of the camera. Or, if I were simply teaching from notes gathered over the years, I might have been able to plan well in advance. Or, if I had a workable textbook that reflected my ideas, my job would have been easier. Instead, I was writing my own material as I went. I was reviewing stacks of new rhetoric texts and English handbooks, trying to synthesize important ideas and reflect the most recent thought about writing style and standards of usage. Frankly, the job was too enormous to do well in the time available. I should have had all that background work done before ever undertaking the project. In short, I found myself constantly pressed for time and facing a deadline. In fact, as bad as the Blizzard of '78 was in Columbus, the school cancellations resulting from it and a bomb scare gave me extra, very precious time for working. Several times I found myself driving across town at 2 or 3 o'clock in the morning to slip my director's carbon copy of the outline into his mailbox or under his door so he could have it the first thing in the morning. And on more than one occasion in particularly inclement weather, we met at a mutually convenient White Castle to exchange and go over the notes.

Although Warner provided an experienced technical crew, that first session helped even them to learn more about their own equipment and facilities. On that evening Warner had been televising live programs from the Columbus station for just a little over a month. And all of their live programs had been originating from their other studios. Studio A, the largest, was being used for programs that needed space for live audiences like "Talent Search" and "Flippo's Magic Circus."Studio C, with its window on Olentangy River Road, is permanently set up for the day-long talk show "Columbus Alive."

Our Studio (B) had been used during the preceding summer to tape segments of the day-long children's show "Pinwheels." But in taping the conditions are somewhat different from live broadcasting. Performance errors and technical malfunctions can be caught and corrected. Whole shows can be edited to make the final product more consistent and coherent. Live shows don't have such luxury.

Our course gave many of the crew members their first chance to test their own technical abilities and their equipment on a live show. And many bugs had to be worked out of the system. For instance, I was about six minutes into the first session when the crew chief appeared and said: "We've had some technical

problems. The audio has been going out. But the system is working now. When you get the signal, apologize for the problem and tell the people you'll start again from the beginning." At other times in the course, we had faulty microphones, buzzing in a camera, and a burned out bulb in the slide projector. Now I'm not at all saying this to criticize Warner or its facilities. The fact is in television, these problems are rather minor and inevitable and especially noticeable on live programs. Experienced technicians who are truly at home with their equipment can handle such breakdowns expeditiously. But the first few times such problems occur, the corrections are more slowly and more haltingly made. Our course taught many crew members what plans needed to be made for these contingencies.

Whenever a bulb blew, the camera buzzed, or the microphone quit, I remained relatively undaunted--secure knowing that it probably wasn't my fault and that someone with technical knowledge would be around to repair it. Besides, all of my worries about technical equipment focused on one object: the computer terminal.

Simply put, I just hadn't practiced enough with the equipment. I knew basically how to get set up to ask a question and gather audience response. But I really didn't understand how to decipher the response on the CRT (cathode ray tube, that is, a picture tube or screen on which the responses appear). Moreover, I had no contingency strategies. If something went wrong, or if I made a mistake, I didn't know what to do.

At one point during the first session I called on the students to respond to something. I can't remember what or when. Undoubtedly I did something wrong since I didn't get any response on the screen. Not knowing what to do, I simply continued my presentation. Sometime later the chief computer programmer Lenny Samuelson charged into the studio, looking rather hysterical. I was motioned to the other end of the set so Lenny wouldn't be on camera while he straightened out the system.

The problem was this: Warner has one large computer system that is used for all the television shows and for billing. Command entries are taken into the computer on a revolving basis, which means that the computer will accept commands from several sources and will process them in the order it receives them. However, while it is processing one command, it cannot process others. My error had kept the line open between the computer and our studio. So no one could use the computer for about 20 minutes. And when time is money, a lot of people can become disturbed.

The lesson the computer technicians learned was that a supposedly "fool proof" system wasn't. So the system was redesigned to be "more fool proof." From then on if I made a mistake the line would clear in 15 seconds to avoid tying up the computer.

I believe that my mistakes were inevitable. I was the first person without technical experience to use the terminal. And with no more practice than I had, the mistakes had to happen. Also, I am the only person who has operated the terminal while on camera. For every other program, the on-air talent has a technician who operates the terminal and posts the results of the audience poll. And even those programs must endure occasional errors, computer shutdowns, and overloads.

The costs for my course fell into three categories: those borne by Warner, those borne by Columbus Tech, and those borne by me. In the original plans for

our course, we were going to televise live from Columbus Tech's own studio with the signal being microwaved to Warner for routing through the cable. However, because of technical problems, we decided to begin the course at Warner and move to Columbus Tech as soon as the problems could be corrected.

At the start I never knew from session to session where I might be the next time. Daily, John Manning (the director) was working with the technicians and with the Warner executives who had to decide on a day-by-day basis if they would provide the studio time for the next session since Columbus Tech was not prepared to pay the $150 per hour fee that Warner had wanted to charge. Finally because of the blizzard, energy cut-backs, and failure of Columbus Tech's new equipment to arrive, it became apparent that the technical problems weren't going to be corrected. If the course was going to be completed and done live, it had to originate from Warner. Eventually, Warner simply agreed to provide the studio time free for the rest of the course. Part of this decision had to be motivated by public relations. Admittedly, this is only an inference, but Warner probably really didn't want to let the first college-at-home venture sink in mid-stream. Besides, the course did give the Warner crews practice televising live and experience producing an educational program.

The costs for Columbus Tech included personnel, equipment, and supplies. To be sure, the college would have reached more students and in that sense would have had a "better return on its investment" if John and I had simply taught in the classroom. But, our venture gave the college a better understanding of the politics, personalities, and problems of mass media education. This experience will be invaluable for knowing how to administer any future television courses. Most important, this course has given Columbus Tech much good publicity. It can thereby gain even a modest reputation as a school that's willing to experiment with innovative teaching methods.

If I consider just the finances, I must say that I lost on the project. It's true that the school gave me released time to work on the course. (I taught four courses--three in the classroom and one on television, whereas my full-time load is five courses.) However, I usually teach an extra course each quarter. I was unable to do this because of the time needed to work on the television. So I missed that money for the quarter. In addition, since I wanted to make a good impression on television, I invested in new clothes that I probably wouldn't have bought otherwise. And, it would be impossible to calculate all of the extra time that went into researching, planning, and doing the course.

So why do it if I even suspected I'd have to invest so much time and money? The reasons are both educational (professional) and personal.

From the start, I saw the TV course as part of my educational and professional growth. Having just completed my general written exams for my doctorate, I was looking for an interesting subject for a dissertation. A television course would be an intriguing research area.

And, Warner gave me the chance to be among the first to try out new aspects of educational television--doing it live, and doing it interactively. Many other courses have been and are being taught on television, but few have been live and with the exception of a small experiment in Spartansburg, South Carolina, no other English course had ever been done interactively. The chance to be one of the first to test and toy with the mechanism was too good to pass up. I wanted that chance to explore the kinds of materials on composition that could be presented on television. I wanted to see what kinds of mechanisms would need

to be set up to assign papers, collect them, and return them. I wanted to see what kinds of questions could be asked and what levels of cognitive understanding might be reached.

Also, there were personal reasons. As I think back, I see myself as almost a case study in motivational theory. One principle of management is that singling out an employee for some special job often helps to motivate the employee to higher goals, renewed efforts, and a stronger commitment to the organization. I had started at Columbus Tech as a part-time instructor. At first I felt that my performance was recognized when I received a full-time contract over about 100 other applicants. But since then, I hadn't done much "extra." Going to occasional conferences helped sometimes; they are our faculty's small, but important, rewards for doing our jobs. But I had been teaching the same two courses for almost three years. And although I had hardly taught the same material quarter after quarter, I still felt like I was in a rut.

Warner gave me the chance I needed to do something different. To be sure, it filled my life with more work than I had ever dreamed of. But it gave that very important diversion that is so important to one's professional life. And it did wonders for my ego and sense of well-being. That doesn't mean that I became smug about what I was doing or that I filled every available ear with talk about "Warner this . . ., and Warner that . . . ." In fact, these pages and my own journals represent about the only full expressions of my activities. While doing the course, I was partly too busy to talk, too fearful of others' criticism of what I was doing, and perhaps somewhat too selfish of the undertaking.

But I did feel good doing the course. I felt special dressing up in new clothes to go teach. I felt special arriving at the station, being greeted by the receptionist and "signing in and out" in the log that records the comings and goings of the guests and performers. And I felt special having my picture published in Warner's monthly television guide. One month, for example, my picture was on a page opposite such a great performer as pianist Arthur Rubinstein; another month I was opposite dancer Rudolf Nureyev. Whose sense of well-being wouldn't have been improved?

These recollections lack the critical apparatus and technical analysis that one with a better knowledge of television and media theory could provide. But they recount a beginner's first struggles with television.

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FORUM

ISSUE: CAN INSTRUCTIONAL ACCOUNTABILITY IN EDUCATION BE ACHIEVED THROUGH THE USE OF BEHAVIORAL OBJECTIVES, PROFICIENCY TESTING, ETC?

In this edition, the JOURNAL's "Forum" argumentatively explores facets of, and sounds out judgments concerning, accountability innovations. Voicing positions upon the issue are Richard M. Libby and Beth M. Waggenspack–both of the Central Ohio Technical College.

ROLES FOR TECHNICAL EDUCATORS: WOULDN'T IT BE NICE IF THEY WOULD.

Richard M. Libby

Technical educators should be more accountable for the effectiveness of their instruction.

I believe that what students are telling us basically is that they want some proof from the educational system that it is doing what it says it will do. They want to see a relationship between the money they put in, the time they put in, the expertise that the educators put in, and the student competencies that result. It is a reasonable request.

In all of this I see no threat. Accountability is a new word applied to education. But it would be erroneous to say the notion is alien to technical educators. Through most of our history we have freely held our students accountable–with grades, with promotion and retention, with awards or withholding of degrees.

I have heard the caution against applying the tools of the marketplace, such as cost-benefit ratio to the process of education. I am told that our end is not one of "profit" but something else, often described as "humanizing" or "acculturating." I refuse to be concerned about terminology and false equations. Acculturating and humanization represent "profit" in education.

MY POSITION:

My fundamental position regarding instructional accountability in technical education is that there have been few significant innovations in the past generation–despite the new-terminology "evidence" to the contrary. Changes "in word" have been substituted for changes "in deed." The new vocabulary, borrowed from more "substantive" academic areas (e.g., engineering, communication) has given the appearance of change; the aura of increasing respectability.

Unfortunately, one needs only to look beneath the verbiage, behind the fancifully packaged models and modules to discover the sham (and shame). Thus, additional fuel is added to the fiery criticisms already heaped upon technical education. Silberman (*CRISIS IN THE CLASSROOM*, 1970) chastises those who "use the grating jargon of systems analysis to mask an absence of serious thought or substantive change" and reminds us of John Dewey's (*DEMOCRACY AND EDUCATION*, 1916) admonition, "The real danger is in perpetuating the past under forms that claim to be new but are only disguises of the old." Open knowledge of the jargon syndrome makes the terminology game a shaky one to

play, especially since the awareness by students is coupled with mounting criticism, skepticism, and pressure of accountability.

As a reader, you may be relieved to know that it is not my intent in this critique, to redocument, rephrase, or rehash the "jargon." I am going to assume that you already know too well the instructional illnesses of technical education, as well as their historic precedent and developments. There is ample rediscovery and redundant activity in technical education today, without my added contribution.

THE PROBLEM:

There is very little clarity or agreement about what students need in order to grow and function in education. Lack of agreement regarding for whom the instruction is intended--who will benefit as a consequence of the instruction--compounded by the lack of explicitness regarding what the instruction is for--what these benefits will be--assures a "potpourri" of educational goals--goals too nebulous to provide direction, but vague enough to assure ambiguity and misunderstanding. Students and faculty remain unclear about what they are striving for, other than "improvement." In the absence of common understanding of goals, there is little if any reason for collective interaction: the obvious consequence being contradictory and inconsistent direction for technical educators, distrust and suspicion among and between the various faculty subgroups, and a conveyed image to students of mindlessness or lack of commitment. Rightly or wrongly, but very unfortunately, many students openly describe their goal for numerous courses in terms of "getting through," "getting needed credits" or "raising their grade point average." Expressed attitudes like "professors exist to generate hoops for students to jump through" and "students' major concerns are simply directed at finding the best way to beat the system" are potential results of the absence of clarity and agreement. Further evidence of goal ambiguity is student criticism of irrelevant content. Bruner's (*THE RELEVANCE OF EDUCATION*, 1971) analysis of this issue supports the contention that "diverse and unclear goals" may be major contributors to the content fragmentation problem:

> The word (relevance) has two senses. The first is that what is taught should have some bearing on the grievous problems facing the world, the solutions of which may affect our survival as a species. This is social relevance. Then there is personal relevance. What is taught should be self-rewarding by some existential criterion of being "real" or "exciting" or "meaningful." . . . Relevance, in either of its senses, depends upon what you know that permits you to move toward goals you care about.

Schein (*PROFESSIONAL EDUCATION*, 1972) notes in his description of contemporary professional education that "Many professors try to excite students about their particular discipline and select material on the basis of what they feel the student should know if he is to pursue that discipline: in this case, professors are trying to meet the needs of the discipline or field as the real client." We also must consider the possibility that in this case the professor is simply meeting his own needs, that is, he gets a kick out of teaching it and cares little whether or not others "need" it. He serves himself and thus can be considered his own client.

Students are bombarded with myriad terms, concepts, answers, ideas, principles, facts, answers, theories, models, topics, subjects, answers, questions, answers, lectures, readings, texts, coming at them with cyclonic force and in all likelihood leaving the thoughts in their minds not unlike the small town on the Iowa prairie following a windstorm--in a state of disorder and disarray.

With the adoption of an accountability model, programs can be individualized, since the students can pace their rate of learning--the speed with which they demonstrate mastery of the objectives. By constructing a parallel form to the post-test and administering a pre-test, this individualization is relatively easy to do for knowledge objectives.

What must be described is what a student needs to know and be able to do and why he needs to know and be able to do what is prescribed, that is, in what way this knowledge and ability will benefit him and his society.

Adhering strongly to a "practice what you teach" position, the technical educator must help the prospective or practicing technician become skillful (high motivation with meaningful practice) and follow the very guidelines (competencies expected) he is recommending.

When a teacher lectures about the ills or evils of lecturing, or keeps his students in passive roles as he tells them that it is wrong not actively to involve learners and provides only group instruction, he is sending double messages.

Technical educators (whether they be in the basic, general, or technical components) cannot "get it together," nor can students know ultimately where they want to go and how the content to be acquired in each segment (whether it be through a course or competency or module) will help them get there.

The content of technical education has not necessarily been irrelevant, but the lack of integration among the various disciplines during a prospective technician's education can generate as many separate categories as there are disciplines studied.

Technical educators should explicitly describe what they believe technicians need to know, be able to do and why; then the various faculties can come together and share their collective perspectives in mutual decision-making. Clearly a great amount of work and thought is demanded, but as Silberman points out, "It is not unreasonable to expect education faculties to take their job seriously--to expect them to think about educational purpose, and to arrange a curriculum that reflects their thought." The cost of not doing so is almost to ensure redundancy or working at cross-purposes.

SUMMARY: WOULDN'T IT BE NICE IF TECHNICAL EDUCATORS WOULD:

- --Instruct within the context of the catalog course descriptions. Coordinate and articulate content of courses to avoid overlap, duplication, and conflicts in student program plans.
- --Provide a course syllabus that is more comprehensive than the table of contents from the recommended course textbook.
- --Write course goals that can be achieved realistically. Avoid the global "good citizen" approach.
- --Recommend up-to-date and relevant library resources. Read current literature and avoid recommending non-current periodicals.
- --Before the instructional process begins, provide the student with a list of competencies to be achieved as a result of completing the course. State what he should know, be able to do, how well and the criteria for evaluation of the competencies. Require performance within the context of the expected competencies rather than textbook and term paper completion.
- --Assess the needs of the individual student in relation to the competencies expected to be achieved upon completion of the course.

- Assess the need for pre-requisite study.
- Allow the student to "test-out' of a course if he can demonstrate an acceptable (final exam?) level of competency prior to the instructional process.
- Focus instruction on what the student doesn't know, not on what he does know. Gather "base-line" data on the student's incompetencies and direct the instruction toward these incompetencies. Administer assessment examinations at the beginning of the course (three hours of the students' time?) and avoid wasting (thirty?) hours regurgitating facts that the student may already know, i.e., don't waste the student's time.
- Adjust and deliver instruction to accommodate the needs of the students, after assessment of competencies. Take the student from where he is to where he can go within the limitations of the course.
- Test and evaluate the students' growth within the scope of the expected competencies. Formulate a grading system consistent with the demonstrated competencies. Analyze the test data to be sure the course has met the assessed needs of the students.

In conclusion, I have offered some "thoughts for food" and opinions for consideration. Expectations of students, similar to these, are reasonable. It is becoming more unwise each day for those of us in technical education to ignore the opinions and expectations of our clientele, governing agencies, and particularly the taxpayers and legislatures. We should be more accountable for our instructional programs.

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IN SEARCH OF RESPONSIBILITY

Beth M. Waggenspack

"Educators" claim that we impart to students at least some of the general skills, knowledge, and attitudes they need to function effectively in the work world. Currently, these claims are being challenged by teachers, administrators, students, parents, employers, and legislators. What is needed to verify the claims and answer the questions is accurate information about the outcomes of education.

Only in the recent history of education have we become concerned with the responsibility (or accountability) we have to society. Until the Twentieth Century, our science was never concerned with problem-solving; instead, ours was a "search for wonderment." Now we have geared the intellectual market for the solving of problems, and society orients us toward research and development in areas it considers important. Research grants are created for educators to solve society's problems of competencies, proficiencies, and the like. But while dealing with those problems, we are also held responsible for our traditions, as well as the language that we use. Many times, our traditions are attached with no cause, and we are forced to adopt a scientific language which may not be practical.

As a result, educational institutions are flocking to the use of behavioral objectives, assessment tests of achievement of specified objectives, and lip service to efforts known as competency-based education (CBE). The key to the futures of these efforts lies with the ability of educators to accurately assess appropriate competencies. At present, I see major problems and questions involved with these "scientific" systems:

1. Behavioral objectives are in and of themselves of limited value in many areas. They have had small value in overcoming learning deficiencies. They turn humanistic values into scientific ones—an impossible task. They claim to utilize a scientific (and therefore neutral) language so that all students will know what is expected. Language is not neutral; what we get as an end product is a student who can pass behaviorally-oriented tests but who fails in humanistically-oriented social and work tasks.

2. Competency-based education supplies many areas of concern. How can an institution describe competencies that it can prove are both important to effective functioning in a number of roles while at the same time composed of knowledge and attitudes that can be taught through activities defined by society as appropriate to educational institutions? Even with a list of competent behaviors, an educational institution faces an impossible task in determining how much competence is sufficient. Will competency standards create a complacency among students and faculty to meet only minimum levels of competence?

3. There is ample evidence that degrees, diplomas, grade point averages, or test scores that tap acquisition of specific facts and concepts are not realistic indicators of relevant adult competency and function in career, community, and family roles. Given the fact that common procedures are not sufficient, what plausible alternatives should we explore? If assessment procedures other than objective tests are utilized, how do we measure their reliability? If assessments need to more closely simulate life situations and tasks, how do we create such procedures?

I do see a potential benefit from curriculum competencies -- they may create an opportunity to re-examine the nature of education, in particular general education. While the Fifties provided a curriculum reform era, the Sixties an innovation era, and we now find ourselves in an accountability era, none of these trends has searched the question of what education is basic to every person. At present, education is at best patchwork -- separate subjects that the student must somehow synthesize. Perhaps CBE and objectives will focus educators on teaching with a clear set of common goals. Education should be about learning, not about teaching.

At present, I am concerned with the direction that some institutions are taking, a direction which seems more concerned with personal protection rather than student futures. The cries of accountability are fine; we should be discussing the ethics and responsibilities our careers require. However, the rapid rush toward a confusing competency movement may cost our students dearly. More time should be spent researching rather than in applying a system with so many unanswered questions.

To predict fully what our students ought to be by the time they leave us is futile. I also feel helpless when I review the narrowly defined descriptions of what constitute behavioral objectives at present. Instead of a restrictive curriculum, I argue for a liberating one. Education should help students achieve their full potential as well as relate to others humanistically. The course CBE is taking us on does not fulfill those needs.

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PLUS ONE

RESEARCH ON READING PROBLEMS: A CRITICAL VIEW

Stephen R. Schroeder
and
Carolyn S. Schroeder

The JOURNAL's "Plus One" features Stephen and Carolyn Schroeder's challenging article on research in reading. Thanks go to the International Society for General Semantics and the editors of ETC. for granting the JOURNAL permission for reprinting the article (ETC., September 1977).

Few areas of education have received more attention in recent years than reading. At present the educational community seems to be riding the crest of one of its many crises of conscience about alarming estimates of poor reading abilities among school children. Why now? Is the current concern a result of slippage in our criteria for teaching reading? Is it, as some politicians say, due to a breakdown of discipline in the classroom? Is it that diagnostic instruments simply are more refined than they used to be?

The answers to the above questions are, We do not know. While we do know something about teaching reading, our basic understanding of reading as a human endeavor has advanced little over the past fifty years. Why is this so? The purpose of this paper is to give a brief history of research on reading problems, a critique of methods of diagnosis and management, some speculations on the roots of the dilemma, and some recommendations for future research.

Huey's book *THE PSYCHOLOGY AND PEDAGOGY OF READING*, published in 1908, outlined many of the basic research questions on reading that are still relevant today. For example, Huey discussed there the importance of visual perception in reading, memory, the processes involved in understanding what is read, and even the importance of practice and discipline in learning to read. From 1920 on, however, the focus shifted from these questions as psychologists began to look at reading in terms of basic learning processes, and education research began to focus on curriculum research. In regard to reading, curriculum research has concentrated primarily on which method of teaching reaching (phonics or whole words) is more effective.

Concurrent with the beginning of research on the reading process was the beginning of research on specific reading disabilities, as influenced by the work of Hinshelwood and Orton. Initially, attention focused on the possible neurological causes of reading problems—for example, "congenital word blindness." This perspective gained support from the introduction of the term minimal brain dysfunction by Strauss and is reflected in the work of his students, Kephart and Cruikshank. A different approach to reading disorders, termed psychoeducational, derives from the psycholinguistic approach to reading problems provided by Kirk in 1972 (*EDUCATING EXCEPTIONAL CHILDREN*, 1972). The focus here is on analyzing specific problems the child has in reading, and on developing an individual reading program to circumvent or remediate the problem. This contrasts sharply with the neurological approach, which indirectly addresses the

reading problem by remediating underlying neurological dysfunctions. Within the past decade, attention to reading disabilities has increased significantly, in part under the impetus of the Learning Disabilities Act of 1969, which resulted in the establishment of a multitude of reading programs and institutes all over the country.

As Senf notes ('Learning Disabilities,' 1973), the study of reading disabilities has grown out of the work of different professionals with different orientations and different points of view. The result is a bewildering array of labels: reading retardation, reading disorders, word blindness, strephosymbolia (twisted symbols), receptive written language disorders, dyslexia, etc. There is little agreement within the field on the definition of reading problems, on diagnosis, or on management strategies. There are even two distinct professions within the field of education—remedial reading specialists and learning disabilities teachers—whose mandate is to treat reading disabilities. P. Newcomer notes that they do not even agree as to how they differ in orientation and approach to remediation *(Learning Disabilities: An Educator's Perspective, 1975)*.

The problems inherent in the diagnosis of reading difficulty are a reflection of the problems of the area in general. As noted earlier, there is no generally accepted, systematic approach to definition, diagnosis, remediation, or, for that matter, research. Part of this problem can be explained by the newness of the field as well as by the development of a label, learning disability, that is more acceptable to parents and teachers than such labels as slow, dumb, delinquent, aggressive, and the like. As Divoky points out, learning disabled children are whoever the diagnostician wants them to be. ('Education's Latest Victim: The L. D. Kid', 1974).

Moreover, there is no standard battery of psychological or educational tests used in the diagnosis of reading problems. Assessment generally involves a survey of performance skills that aims at identifying what a child can and cannot do and, consequently, tries to specify the remedial steps necessary to help him acquire the needed skills. But the assessment procedures used vary with the training of the examiner as well as with the approach currently being taken by the school or clinic in which he works. Psychologists have traditionally approached diagnosis of the child by giving him standardized psychological and educational tests which compare his performance to that of other children his age. The child's strengths and weaknesses are supposed to give clues to his specific problem and, thus, to an appropriate remediation. Unfortunately, many of the tests used to diagnose reading disabilities focus on processes that have little or no relationship to reading achievement. For example, reading disabilities have not been shown to be significantly related to visual-motor problems. Yet tests such as the Developmental Test of Visual Motor Integration and the Frostig Developmental Test of Visual Perception are often used to diagnose or predict reading difficulties. Another problem with standardized tests is that they are not designed for children with specific deficits which may affect their performance on all the tasks in the test. For example, if a child is required to read instructions in order to demonstrate some skill which does not involve reading, the child with a reading disability will quite likely be scored as failing the task.

Standardized tests do serve a function, however, in revealing where children stand in relationship to their age group and whether or not they are performing such tasks as reading at the rate one would predict from their performances in other areas. While standardized tests can reveal whether children are not doing as

well as their peers, these examinations rarely indicate why children are having trouble. Consequently, diagnosticians have frequent difficulty in translating their findings from standardized tests into remedial programs. Most diagnosticians who rely primarily on standardized tests do not even try to give specific programming suggestions, but rather depend upon the classroom teacher to translate the findings and recommendations into appropriate programs. However, it is not enough to agree with the teacher that a child cannot read, or to discuss his scores in relation to those of other children, when the teacher is primarily asking how she can help the child to read. Some educators have become so disenchanted with the traditional testing approach that they have abandoned diagnostic categorization in favor of direct observation. Diagnostic-prescriptive generating methods, task analysis, and functional analysis of the child in the learning environment are the most systematic of these approaches.

Management approaches to reading problems may involve psychotherapy, drugs, phonic drills, speech correction, tracing, crawling, bead stringing, trampoline exercises, orthoptic training, auditory discrimination skills, and controlled diet. It is true that the complexity of the reading process would suggest that there are probably a variety of efficient methods to remediate reading. But after perusal of the above list, one might well inquire as to what happened to practicing reading. Indeed, some investigators like Bettman, et. al., have become so alarmed at the disparate and disappointing results of remedial programs that they recommend any program which includes individual attention and sympathetic understanding by a caring person. ('Cerebral Dominance in Developmental Dyslexia: Role of Opthalmologist'). This is a sad comment on fifty years of research on remedial reading curricula.

What are some of the reasons for the dilemma in research on reading problems? There are probably many, but we offer the following speculations.

To begin with, there is no generally accepted analysis of the process through which reading is learned. Yet educators are pressed continually by the public for panaceas on how to remediate reading difficulties. The tendency in such an atmosphere is to eschew long range objectives related to understanding reading and to opt for short range model-building. A recent survey sponsored by the U. S. Office of Education lists and compares more than thirty so-called models of reading, none of which have been thoroughly tested. (F. Davis, Graduate Research, 1972)

A second difficulty is that portions of incomplete reading models have been translated prematurely into curricula to meet the public demand. A good example is the perceptual-motor training programs popular in the 1950's, but now in disfavor because they were originally designed with inadequate validation studies. The validity studies that were performed were concurrent validity calculations of correlation with intelligence tests, whose own predictive validity is limited to predicting school success. But school success is only one reason for learning to read. We also read to communicate, to remember, and to survive in our society. Moreover, we read for the sheer pleasure of acquiring information. Reading to learn is an essential but entirely different activity from reading a poem or a novel for pleasure.

A third source of our dilemma is realted to the pluralistic approach to education in the United States. Many educators believe that all children must learn to read and, furthermore, that children have the right to choose how to learn to read. Perhaps they are right. However, this does not mean that all methods of

learning to read are equally efficient, and it is undeniable that our culture places a high value on efficiency in the learning process. Our reading tests reflect our concern with efficiency in their methods for evaluating the child's achievement: it is not the child's progress against his own goals that reading scores report, but his achievement against expected, age-appropriate standards. Our expectancies of children's reading abilities are influenced strongly by socio-cultural variables, as Thorndike's cross-cultural study of reading performance in fifteen countries clearly points out. In India and Chile, where the literacy rate is low, reading disability is not recognized as an educational problem. In Scandinavian countries, where the literacy rate is very high, reading disability is also not a problem because the national programs are individualized, and each student learns to read at his own rate. Therefore, there is no "expected performance level" at a certain age or grade. What Thorndike demonstrates is that the emphasis placed on reading disabilities is largely determined by what the culture expects. And our culture expects a high degree of efficiency in learning to read, despite the objection of a significant number of educators that such expectations are neither philosophically nor psychologically sound.

Still another difficulty is to be found in the general lack of accountability and quality control in existing reading programs. Funds are being provided for remedial reading programs with little regard for effectiveness of the programs. The public currently appears content to simply know that there are remedial programs available; but until they insist on programs that work, there will be no incentive to relate research to practice.

Given the circumstances that exist, what can be done to improve research on reading problems and thereby to improve our diagnostic and remedial approaches? First, we must recognize that each poor reader presents a unique set of problems to the clinician and should be treated accordingly. Second, research must focus on a behavioral analysis of what problem readers do when they read. This would involve the use of single-subject methodologies rather than group designs which consider poor readers as a homogeneous group. Similar analyses should be conducted on the remedial teaching strategies used by teachers. In addition to our looking at individual teaching strategies, we need long-term follow-up studies comparing the effects of different remedial techniques. And it is also time to look at the findings of basic laboratory research on reading and translate them into meaningful and useful information for the student and teacher.

One of the most essential but often neglected ways of improving research in education is through teacher training. Graduate training programs for remedial teachers should provide a strong background in research and program evaluation. This would enable teachers to take a more critical attitude toward the methods they use and provide them with an informed basis for improving such methods.

Finally, funding priorities should be shifted to give adequate support to basic research on the reading process and, especially, to support those programs which have adequate accountability built into their design.

In summary, many basic questions on reading problems are unanswered today because of an historical overemphasis on curriculum research rather than on basic research in the reading process. This state of affairs has led to the proliferation of a variety of unproven diagnostic instruments and remedial methods over the past fifty years. The application of available research knowledge in the implementation of remediation needs to become part of every new curriculum

and every reading teacher's standard procedures. This can be accomplished best through the use of individualized remedial reading programs with accountability built into their design, as is currently done in applied behavioral research, and by training remedial reading teachers to evaluate programs critically and implement reading research.

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REACTION

The JOURNAL encourages letters and articles of reaction to its content, its policies, and to the OATYC and its activities. The following responses concern the JOURNAL and the 1978 OATYC Conference.

Letters:

Bari Lateef

Thank you for including an article in the Fall 1978 issue of *OATYC JOURNAL* about the College of Applied Science and Technology at Youngstown State University. It came out very good, it was liked by the Dean of the college and colleagues at Y.S.U.

Bari Lateef
Associate Professor
Department of Criminal Justice
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Youngstown, OH 44555

Anna Maria Barnum

I have received my copy of the fall *JOURNAL* and want to commend you on it. Looks as if there is a broader base of interest these days.

There are some stylistic matters I would love to have a chance to discuss with you, including layout and design of the type. I feel there could be continued improvement in this area.

Anna Maria Barnum
Assistant Professor
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The University of Akron Community and Technical College
Akron, OH 44325

Article:

REACTION TO THE FALL OATYC CONFERENCE, 1978

William J. Ivoska

My initial reaction to the Fall, 1978 OATYC Conference was an enthusiastic appreciation of the intellectual stimulation provided by the various presenters, guest speakers, and newly-made acquaintances. For example, the theme of the conference was "Instructional Innovation and Evaluation" formulated by the new OATYC president, Dr. David Miller. A concentrated effort was made to choose presentations from a variety of disciplines, including Accounting, Computer Programming, Behavioral Sciences, Communications, Health Care, Business, and the Humanities. In addition, each presentation totally described innovative teaching techniques and/or innovative methods of instructional evaluation.

Mr. William Colter, acting Chancellor of the Ohio Board of Regents, gave a fine presentation. He fit the theme of the conference by discussing current and future demographic trends in Ohio, requesting that two-year colleges devise innovative teaching styles to obtain desirable student achievements. He also discussed five generic competencies that we, as educators, need to develop in our students. Finally, two special group presentations were also included. First, the use of cube T.V. by Columbus Technical Institute previewed future styles and demands in college instruction. Also, Saturday's 3M presentation on the innovative use of transparencies, overlays, reverse-image film, color highlighting, and other techniques proved beneficial for the few who attended. Overall, the conference, presenters, and guest speakers, along with the officers of the OATYC should be commended for providing a meaningful and enjoyable conference.

Nonetheless, I would like to add several suggestions for the improvement of future conferences. First of all, the attendance was much lower than should be expected: The conference had only 50 members in attendance. Thus, it is quite clear that we need more advance publication of the conference dates, costs, and location. As the educational dollar becomes increasingly tight, planning concommitantly increases in importance.

Secondly, several fine presentations suffered a shortage of time and audience when the presentation prior to theirs ran longer than the time allotted. Extended presentations, while usually very interesting, deprive the audience of experiencing the depth and variety of the entire conference, while also infringing upon the hard work of a fellow colleague. Perhaps in the future, we could remind the speakers that their time is up and allow both the audience and the next presenter equal conference time.

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INFORMATION FOR PROSPECTIVE CONTRIBUTORS

The *Journal* encourages submission of material for any of its sections by faculty, staff, administrators and/or trustees of any of Ohio's community, general and technical, junior, regional and technical campuses. The Journal is particularly receptive to articles of general professional importance in the areas of administration, instruction, and baccalaureate or technical studies for two-year institutions.

There are fifty solicitors of editorial material listed here. Contact your campus solicitor or one nearest you to inquire about submitting a specific manuscript.

Manuscripts must be typed double-spaced and of approximately 1,000-3,000 words in length. All submissions must be accompanied by a stamped self-addressed envelope for return. Art work must be black and white. Photos glossy; tables and drawings on 8½ x 11 paper. The name and address of the contributor should be on the back of all art copy.

Editorial Policy:

The *Journal* is not responsible for manuscripts or materials lost in mailing nor is it responsible for returning items not accompanied by a stamped, self-addressed envelope.

The *Journal* reserves the right to edit manuscripts to meet its needs and objectives. Where major revisions are necessary, every effort will be made to clear the changes with the author.

Submission deadline for the next *Journal* is March 16, 1979.

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1. To provide an organization in which all groups related to two-year colleges (administrators, faculty and support staff) can discuss mutual problems and act to resolve them.
2. To foster cooperation and communication between member institutions.
3. To provide a representative voice giving the viewpoint of two-year colleges to the Ohio Board of Regents and the State Legislature.
4. To identify and improve the status, prestige and welfare of all two-year colleges in Ohio.
5. To cooperate with other Ohio agencies, organizations, colleges and universities in research and activities that promote the effectiveness of higher education in Ohio.
6. To promote articulation among the institutions of education in Ohio.
7. To take such action as will increase the contribution of the two-year colleges to the total education processes in the State of Ohio.

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